STATE BOARD OF EDUCATION MEETING August 10-11, 2011 Idaho State University Pond Student Union Building Salmon River Suite 1065 South Cesar Chavez Avenue Pocatello, Idaho



Wednesday, August 10, 2011, 2:00 p.m., Idaho State University, Pocatello, Idaho BOARDWORK

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

EXECUTIVE SESSION (Closed to the Public)

Boise State University

TAB 1 I move to hold an executive session pursuant to Idaho Code Sections 67-2345(1) (c), (d) and (f) for deliberations to acquire an interest in real property which is not owned by a public agency; for the purpose of considering documents that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code; and to communicate with legal counsel to discuss legal ramifications of and legal options for a controversy imminently lily to be litigated.

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

WORK SESSION

- A. 60% Goal
- B. Board Committee Structure

OPEN SESSION

Thursday, August 11, 2011, 8:30 a.m., Idaho State University, Student Union Building, Pocatello, Idaho

OPEN FORUM

CONSENT AGENDA

BAHR - SECTION I - HR

- 1. University of Idaho Policy Change Promotion and Rank, Clinical Faculty
- 2. University of Idaho Policy Change Constitution of the University Faculty

BAHR – SECTION II – FINANCE

- 3. Resolution Authorizing Individual to Act on Behalf of Retirement Plans
- 4. Colleges & Universities Revision of Model Purchasing Policy
- 5. Boise State University Geothermal Utility Service Agreement Phase 1
- 6. Boise State University Space Planning Study College of Engineering

PPGA

- 7. Idaho State University Facility Naming
- 8. Alcohol Permits Issued by University Presidents
- 9. Idaho Division of Vocational Rehabilitation Advisory Council Appointments

SDE

- 10.2010-2011 Accreditation Summary Report of Idaho Schools
- 11. Adoption of Curricular and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee
- 12. Boise State University EDTECH K-12 Online Teacher Endorsement Program
- 13. The College of Idaho Full Program Approval Review State Team Report and Institutional Rejoinder
- 14. George Fox University, Idaho Campus Elementary Education Undergraduate Degree Completion Program
- 15. Appointment to the Idaho State Curricular Materials Selection Committee

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

- 1. Idaho State University Annual Report
- 2. Idaho Public Television Annual Report
- 3. IEN Progress Report
- 4. Concussion Program Report
- 5. Proposed Rule IDAPA 08-0111
- 6. Proposed Rule IDAPA 08-0104 Rules Governing Residency
- 7. Board Policy I.O. Data Management Council 1st Reading

DEPARTMENT OF EDUCATION

- 1. Superintendent's Update
- Proposed Rule IDAPA 08.02.01.151 Rules governing Administration , Negotiations
- Proposed Rule IDAPA 08.02.02.015 Rules governing Uniformity, Idaho Interim Certificate
- Proposed Rule IDAPA 08.02.02 (subsection .021, .023, .027) Rules Governing Uniformity
- 5. Proposed Rule IDAPA 08.02.02.100 Rules governing Uniformity, Official Vehicle for Approving Teacher Education Programs
- Proposed Rule IDAPA 08.02.02.120 Rules governing Uniformity, Local District Evaluation Policy
- 7. Proposed Rule IDAPA 08.02.02.140 Rules Governing Uniformity, Accreditation
- 8. Temporary/Proposed Rule IDAPA 08.02.03.105 106 Rules governing Thoroughness, High School Graduation Requirements
- 9. Proposed Rule IDAPA 08.02.03.111 Assessment in Public Schools
- 10. "New School" Status for Schools in Restructuring
- 11. Trustee Zone's

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

- 1. Amendment to Board Policy Section II.D. Categories of Employees General Definitions – Second Reading
- Amendment to Board Policy Section II.F. Policies Regarding Non-classified Employees and Section II.G. – Policies Regarding Faculty (Institutional Faculty Only) – Second Reading
- 3. University of Idaho Employment Agreement Head Swim Coach
- 4. University of Idaho Employment Agreement Extension- Athletic Director

Section II – Finance

- 1. FY 2013 Line Items
- Amendment to Board Policy Section V.E. Gifts & Affiliated Foundations First Reading
- Amendment to Board Policy Section V.F. Bonds or Other Indebtedness and Section V.K. – Construction Projects – Second Reading

3

4. FY 2013 Capital Budget Requests

- 5. Boise State University Bronco Stadium Expansion Dona Larsen Park Facility Construction
- 6. Boise State University Enterprise System Roadmap Project Manager Contract
- 7. University of Idaho Site and Facilities Lease Public Transportation Center

Section III – Athletics

1. University NCAA Academic Progress Rate (APR) Scores

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

- 1. Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Summary Report
- Boise State University Approval of Full Proposal: Ed.D., Educational Technology
- First Reading, Proposed Amendments to Board Policy III.W Higher Education Research
- 4. Second Reading, Proposed Amendments to Board Policy III.V.3., Associate of Applied Science Degree
- 5. Second Reading, Proposed Amendments to Board Policy III.M. Accreditation

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 <u>two</u> 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. <u>Agenda Approval</u>

Changes or additions to the agenda

A motion to approve the agenda as posted.

2. <u>Minutes Approval</u>

BOARD ACTION

A motion to approve the minutes from the June 22-23, 2011 Regular Board meeting, July 11, 2011 Special Board meeting, and July 29, 2011 Special Board meeting as submitted.

3. <u>Rolling Calendar</u>

BOARD ACTION

A motion to set August 22-23, 2012 as the date and Idaho State University as the location for the August 2012 regularly scheduled Board meeting.

Boardwork



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 June 22-23, 2011 Canyon Crest Dining and Events Center Perrine Room 330 Canyon Crest Drive Twin Falls, ID

A regularly scheduled meeting of the State Board of Education was held June 22-23, 2011 in Twin Falls, Idaho at the Canyon Crest Dining and Events Center.

Present:

Richard Westerberg, President Don Soltman, Secretary Emma Atchley Ken Edmunds, Vice President Paul Agidius Milford Terrell

Tom Luna, State Superintendent (arrived June 22 after the meeting started)

Other:

Rod Lewis was absent on June 22. He joined the meeting on June 23 by conference phone for the morning portion of the meeting.

Wednesday, June 22, 2011

The Board met at 1:00 p.m. in the Perrine Room of the Canyon Crest Dining and Events Center in Twin Falls, Idaho. Board President Richard Westerberg called the meeting to order.

BOARDWORK

1. Agenda Review / Approval

M/S (Edmunds/Atchley): To approve the agenda as submitted. Motion carried unanimously.

2. Minutes Review / Approval

M/S (Edmunds/Goesling): To approve the minutes from the February 25, 2011 Special Board Meeting, the April 1, 2011 Special Board meeting, the April 20-21, 2011 Regular Board meeting, the May 11, 2011 Special Board Meeting, and the May 18-19, 2011 Board Retreat, as submitted. Motion carried unanimously.

It was noted that the spelling of Bill Goesling's name on minutes for April 20-21, 2011 needed to be corrected.

3. Rolling Calendar

M/S (Edmunds/Soltman): To set May 16-17, 2012 as the date and Boise, Idaho as the location for the 2011 Board Retreat and to set June 20-21, 2012 as the date and the Eastern Idaho Technical College as the location for the June 2012 regularly scheduled Board meeting. Motion carried unanimously.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

Institution, Agency, and Special Health Programs -- Strategic Plans

M/S (Soltman/Atchley): To approve the 2012-2016 Institution, Agency, and Special/Health Program Strategic Plans as submitted and to authorize staff to make minor changes to performance measures as needed prior to submittal to the Division of Financial Management. Motion carried unanimously.

Board member Soltman presented this item. He introduced Tracie Bent and Selena Grace of the Board office to discuss the plans. Ms. Bent outlined the process for reviewing, approving, and moving the plans of the institutions forward. Mr. Soltman noted that the Board will review the performance indicators in October.

Ms. Bent explained that the institutions will be updating their mission statements this year too. Ms. Grace indicated that the institutions will need some additional parameters set for them in terms of the contents of the mission statements. She pointed out that during the June Board meeting the Board will discuss the draft mission statements; it will review them again at the August Board meeting.

Ms. Bent noted that the performance measures the Board sees in October are not for these strategic plans; they are for the previous plans. The Board will, however, have the opportunity to discuss those performance measures.

Ms. Bent and Ms. Grace presented and briefly discussed the strategic plans of the agencies and institutions. Copies of the strategic plans were provided in the Board's agenda materials.

Agency Plans: Ms. Bent discussed the agency strategic plans.

- <u>Professional-Technical Education</u>: The Division completely updated its plan since the last meeting so it ties directly to the Board's goals and objectives.
- <u>Vocational Rehabilitation</u>: The Division's plan and goals are tied to the work of the agency and the populations it serves.
- <u>Idaho Public Television</u>: IPTV tied its goals to the Board's goals. The objectives are tied specifically to their agency.
- <u>Department of Education</u>: The portion of their strategic plan that ties directly to public school education and funding relates to the Board's goals. Board member Terrell asked

about the Department of Education plan regarding highly qualified teachers and pay-forperformance. Ms. Bent explained that the highly qualified teacher description is a federal requirement. As for measuring it, the Department will revise its own strategic plan over the next several years to accommodate that.

Institution Plans: Ms. Grace briefly discussed the strategic plans of the colleges and universities. The specific details of these plans are provided in the Board's agenda materials. She noted that the Board needs to provide additional guidelines to the institutions as to what they want to have specifically included. She explained the process and noted it was still out of sync this year; that will change in the future as the timelines align.

Board President Westerberg indicated that enrollment is a very important element and should be included in all the plans. Board member Edmunds agreed and mentioned also the need to include retention rates, completion rates, dual credit, and growth. Mr. Westerberg noted that the Board gave 60% as the target number; the institutions need to state how they are working towards that goal.

To clarify, Ms. Grace asked again what additional elements the Board expects the institutions to include in their strategic plan. Mr. Westerberg said that if the Board's own plan has something in it, the institutions should include those elements in their plans. Mr. Edmunds agreed. Mr. Westerberg pointed out that the Board members need to give input today to the Board staff and the institutions if there are additional items they want included.

Community College Plans

- <u>College of Southern Idaho</u>: Ms. Grace noted that the role and mission of CSI is approved by its local governing board. CSI has twelve goals.
- College of Western Idaho: CWI has four goals.
- <u>North Idaho College</u>: NIC has seven goals. The College presents its goals as themes in order to meet their accrediting requirements. Mr. Soltman pointed out that NIC's plan is out-of-date and its performance measures are not specific.

Colleges and Universities:

- University of Idaho: UI's plan includes a vision statement. Its plan has goals that align with the Board's plan. Ms. Grace noted that many of UI's goals are broad and open; the Board needs to decide they should be narrower and focused. Mr. Westerberg asked if there was a goal or objective that speaks to efficiency. Dr. Doug Baker explained that the mission statement for UI is still under development. In terms of efficiency measures, those are in goal 4. He noted that UI has a notebook that includes both efficiency and effectiveness; UI uses those to make decisions about programs. Mr. Westerberg noted UI needs to include something that specifically states how funds are being spent. Dr. Baker indicated that UI is working on that this summer. Board member Edmunds spoke about enrollment numbers and asked that UI include details about how it intends to grow. Dr. Baker explained that UI has included that as an assumption in the context of the plan.
- <u>Boise State University</u>: BSU's plan includes the current Board approved mission statement. With regard to BSU's goals, several align with the Board's goals. The University will be going through a revision in the fall.

- Idaho State University: ISU's current plan contains a slightly modified version of the Board approved mission statement. Ms. Grace explained that the Board may want to look more closely at the objectives under goal 3 to make sure they line up with ISU's mission. Board member Goesling said he liked the idea of the institutions identifying key external factors because that gives the Board a better understanding. Board member Terrell referred to Objective 3.4 as it relates to the medical education program and recalled that the Board gave ISU specific instruction on the scope of its mission relating to health professions. He noted that ISU needs to be careful to make sure that its plan does not overstate the boundaries regarding medical education and the effort to get more training sites. Mr. Westerberg agreed and indicated that this item should be referred to the Board's Medical Education Committee for clarification. Mr. Westerberg said he appreciated ISU's and BSU's effort to quantify the benchmarks; there is good progress being made there.
- <u>Lewis-Clark State College</u>: LCSC's plan reflects a slightly modified form of the Board approved mission statement. The College's plan perfectly aligns with the Board's plan. Mr. Goesling said he appreciated that LCSC presented its plan in a straight forward format with simplified language that is easy to understand. He urged the other institutions to follow the same approach. Ms. Grace reminded the Board that every institution struggles to meet multiple masters and they all have differing levels of complexity.
- <u>Eastern Idaho Technical College</u>: EITC's plan aligns with the Board's plan. The College's fourth goal is specific to EITC. Board member Atchley asked if there is a way to align the Board's plan to the accreditation requirements; and to make the process work more simply.

Discussion

Mr. Edmunds pointed out that the institutions need to spell out specifically what they envision themselves accomplishing over the next few years and to tie in with the Board's plan. He indicated that all institutions have serious funding problems but the plans don't necessarily speak to that issue.

Board member Atchley asked why the Board's strategic plan requirements are in opposition to the accreditation planning requirements. Ms. Grace said accreditation is an evaluation of the institutions current performance in fulfilling their mission. The Board's plan measures goals. Ms. Grace noted that the strategic plan process is driven by the state.

Executive Director, Mike Rush asked the Board to decide how involved it wants to be in the institutions' planning and accreditation processes. He noted that the planning process the Board currently uses is in line with deadlines set by the Idaho's Legislature and Idaho Code. He indicated that it would be helpful for all involved to have punch list and specific guidance on how to proceed this fall.

Mr. Edmunds indicated that he didn't think the plans or processes are going where they should. He suggested the Board set more directives on what it wants accomplished and to arrange more work sessions. Mr. Edmunds suggested that the plans need to go to the structural issues. He proposed that the Board communicate to the Legislature about the needs of the education system in terms of timelines, planning cycles, and requirements. Board President Westerberg shared that in his perspective the Board's strategic plan is a good piece of work. It includes some good objectives and fairly good performance measures. He pointed out that next step took place when the institutions and agencies were asked to align their plans to the Board's plans. Mr. Westerberg objected strenuously to the Board micro-managing the institutions as they put together their plans.

Mr. Westerberg indicated that where the planning effort falls apart in his mind is in understanding what the financial plans are to carry out the strategic plans. If the Board can come up with a matrix that shows how the plans align with the Board's plan it would be helpful. Ms. Grace said that if the Board looks at the requirements for accreditation, there is a financial piece related to mission fulfillment. That is an option of something to look at as well.

Mr. Westerberg pointed out that the Board does need to be very involved with the institutions related to the mission statements. It needs to be sure that there is guidance and acceptance. He then invited the presidents to come forward for comment.

Dr. Robert Kustra of BSU suggested that the institutions are all struggling to work in an environment that doesn't provide the resources to do the job. In terms of the objective of the enrollment numbers, 60% is challenging. Board President Westerberg suggested that the institutions tell the Board what they need in terms of resources and time to accommodate the growth, then the Board can decide on next steps. Dr. Kustra suggested that the strategic planning retreat and speaker were excellent. Having a similar discussion on the enrollment issue would be very helpful.

Burton Waite said EITC is not like the other institutions because it is a technical college. Classes and programs are impacted by the current labor market, industry standards, certification requirements, lab requirements, etc. The Board needs to keep that in mind when it speaks about growth. Mr. Waite said he was interested in the question raised by Ms. Atchley in terms of aligning the accreditation and strategic planning processes; it would be very helpful to EITC if that were to happen.

Dr. Barbara Adamcik of ISU noted that if the Board is interested in a template for strategic planning for the institutions it could look at the Northwest Accreditation requirements for core themes as a template. She suggested that could be a driver for reorganizing and realigning the strategic plans of the institutions.

Dr. Nellis of UI agreed the alignment of the two processes would be very beneficial. He also mentioned that the 60% figure is a big driver; how to get there is the question. He suggested strategizing in a new way whether that is through focused discussion, reflection, or some other method. He pointed out that the institutions need the Board's input on the mission statements since those drive many of the other processes and will determine how to fit in the overall goal of 60%.

Dr. Jerry Beck of CSI noted there are two approaches: make the money drive planning or have planning drive the money. Clear direction needs to come from the Board on that point as to which way it is going. Also, in terms of future planning, the institutions need to have the confidence to know that once plans are completed, the Board will uphold them in the future. Dr. Beck noted that some institutions have more ability to grow than others. Dr. Beck also mentioned concurrent enrollment and indicated that is an important point for the Board to consider in planning efforts.

Mr. Terrell said he would like to see the Presidents Council have relevant and ongoing discussion about the needs and how to meet them; and, then to bring those things to the attention of the Board. Board member Edmunds said that he agreed with Mr. Terrell that the presidents need to get together to work on solving the problem of restructuring higher education. This would be a significant step forward.

Note: it was at this time that State Superintendent joined the meeting.

Dr. Kustra agreed with Dr. Beck that the concurrent enrollment issue is an important point. He pointed out that the Board has to agree to evaluate the institutions fairly on that point if the community colleges are allowed to take over more of those numbers.

Dr. Tony Fernandez of LCSC reminded the Board that it has the authority to direct the institutions to come up with the things the Board wants to see. If the Board does that, the institutions can come up with the plans and steps. But, if that is the case, the Board needs to allow the institutions to carry those plans forward, and to give them the latitude and flexibility to be innovative and creative.

Board member Goesling suggested that the Board should come up with the plans and then work together with the institutions to determine the cost factor and where to go from there. Mr. Westerberg indicated that the Board did this already. Ms. Atchley concurred and suggested that the question now is how everyone collectively gets to that number. Mr. Westerberg said he sees elements of that in the plans, with more work still needing to be done.

Bert Glandon of CWI pointed out that from his experience Idaho is one of the most collaborative states he's worked in. He noted that if the Board directs the Presidents' Council to come up with a plan this year for how they will achieve the 60% goal, it will happen. And, if there are other specifics like dual credit the Board wants the Presidents' Council to work on, the Board should give that directive as well.

M/S (Edmunds/Goesling): To charge the Presidents Council to provide the next steps in implementation of the 60% objective for the October Board meeting. Motion carried unanimously.

Ms. Atchley echoed what Mr. Westerberg said and pointed out that the Board did put out a goal for what it wanted from the institutions in terms of a response to the 60% goal; she was surprised the response wasn't better. She encouraged the Presidents' Council to work on it now. Mr. Terrell said that the punch list should include the 60% element.

Mr. Edmunds brought up the possibility of putting more routine items on the consent agenda to allow the Board additional time during regular meetings for work sessions. Mr. Soltman agreed and pointed out that the Board should work at being more organized about the agenda. Ms. Atchley agreed that better use of the consent agenda would be helpful. Mr. Westerberg suggested that the committee chairs make recommendations about items that can go on the consent agenda with the understanding that a single Board member might decide he or she wants to pull it off for more review or discussion.

Mr. Edmunds suggested that the Board work to inform the Legislature about the special requirements of the Board and its institutions related to timelines, strategic planning, and accreditation. Mr. Westerberg directed the Planning and Policy Committee to review that issue.

Boardwork

Dr. Rush reminded the Board the language in the accreditation report and the language in the legislative requirements may allow some flexibility. He suggested that once the Planning and Policy Committee completes its analysis it should determine what policies to change as well.

Mr. Edmunds asked again about trying to change the Division of Financial Management (DFM) process. Mr. Westerberg noted the charge to the Planning and Policy Committee is to see if there really is a problem. If there is a problem, then steps could be taken to request a legislative review. Dr. Rush explained that DFM and the Legislative Services Office do use the planning report; it is provided to the legislators as documentation, so it does have value.

Mr. Edmunds said that there is one issue that the colleges and institutions can't address is the funding issue for higher education. Mr. Westerberg reminded Mr. Edmunds that the motion directs the presidents to look at that issue in full.

Dr. Rush summarized the list of items the Board wanted on the punch list. Those items were: dual credit, the strategic plan goals of the Board including the 60% element, and performance standards including financial efficiencies.

The Board adjourned for the day at 3:30 p.m.

Thursday, June 23, 2011

The Board reconvened at 8:00 a.m. Board President Richard Westerberg called the meeting to order. Board member Lewis joined the meeting by conference phone.

By unanimous consent, the Board agreed: to pull IRSA item 11 because it is not ready for consideration; and to reverse the order of IRSA items 8 and 7 to make for a better flow.

OPEN FORUM

Robert Croker, Idaho State University Provisional Faculty Senate, reported on the issue of faculty governance at ISU. Dr. Croker commended the faculty of ISU for enduring and persevering during the difficult times at ISU. He noted that the election of the provisional faculty senate resulted in the reelection of many, if not all of the former faculty senate members. He emphasized that ISU needs to recognize the value and importance of the faculty. He indicated that the sanctioning of ISU will have a detrimental impact on the grants awarded to ISU. It will make it difficult to attract new, and highly qualified, faculty and administrators. Donations will be negatively impacted; several of the larger donors from the past have already sent the message that they will no longer make donations to the University. The provisional senate will work hard to reverse the negative outcomes by advancing the work on the constitution. He noted that the provisional senate is still waiting for documents from the provost which were promised in May; it needs those documents to continue with its work. Dr. Croker reported that the provisional faculty senate is committed to accomplishing the tasks set before them, in spite of the challenges. He reminded everyone that the provisional faculty senate is not a task force, but a duly elected body.

Carol Thomas, a former CSI instructor, spoke to the Board about the effectiveness of online courses taken outside of the classroom. She described her concerns about the lack of immediate feedback if online courses are taken in isolation. She suggested that students would miss out on the added value that comes from having the teacher and other students as part of the learning experience. She noted that online courses don't take into consideration the

Boardwork

different learning style of students. She agreed that added value does come when computers are in the classroom, and sharing of information can take place.

LeRoy Hayes spoke to the Board about online classes versus teachers in the classroom. He is a graduate of Aberdeen High School and ISU. He noted that the continuing education and career decisions he ultimately made were a result of instructors who provided him with positive role models in junior high and senior high school. By decreasing the number of teachers in classrooms or increasing class sizes, the opportunities for students to have positive role models in the classroom will decrease.

Deborah Silver, a graduate of Jerome High School and BSU, noted that the task of the Board is to provide a free and thorough education for Idaho students. She urged that there be more talk about implementation rather than the number of classes. She would like select school districts to pilot the effort to see how it works before implementing the initiative across the state. She pointed out that when students are in the classroom, their ability to pay attention to the instructor is better. She agreed that having computers in the classroom would be a better alternative than having the students at home taking online classes. She concluded with the reminder that it's not about the number of classes a student takes, but how the state proceeds to implement this into the current system.

Tim Dodd spoke to the Board about the online course requirement. If the Board is tasked to determine how many courses are required for online learning, he urged the Board to make that number as small as possible. A smaller requirement would mean less money in order to minimize the expense to the state as a starting point.

Jana Humphries spoke to the Board about online classes. She spoke about her son, a highachieving student, and his experience with online math classes. He discovered, along with other students, that he could pass the tests just by Googling the answers so it wasn't necessary to learn or retain any of the concepts or information. As a result, when he got to college he had to retake some of the same math courses to catch up. Ms. Humphries explained that she understands online courses for smaller districts may be the only way for those districts to offer some classes. But, she disagrees with the idea of online classes being mandated for every student or school.

Dixie Siegel, a former alternative teacher from Twin Falls and Jerome, shared about her experiences with online classes and computer labs. She noted that technology in the classroom can be positive if implemented correctly. She also reminded the Board that most kids are far ahead of their teachers when it comes to technology. Because of that, controls must be put in place to keep students from using their computers in negative or harmful ways. She urged that any plan for implementing online courses must also include funds to pay for the means to monitor usage as well as for the technology itself.

Terry Hartman spoke to the Board about online learning and the negative impact it has on graduation rates. She suggested that online learning sets students up to fail rather than to achieve. She mentioned a study by West Shore Community College that showed failure rates for adult online learners. She pointed out that CSI has a questionnaire for its entering students to determine if they are good candidates for online courses. She suggested the same opportunity should be given to high school students. She concluded by asking that courses required for graduation, such as reading, math, and history should not be offered online because the risk for students is too great; if they fail any of those classes they won't graduate.

CONSENT AGENDA

M/S (Terrell/Soltman): To accept the Consent Agenda as submitted. Motion carried unanimously.

BAHR – Section I – Human Resources

1. BAHR – Section I – Boise State University – New Positions and Changes to Positions

By unanimous consent, the Board agreed to approve the request by Boise State for twenty one (21) new positions (21.0 FTE) and increase the term of seven (7) positions (7.0 FTE).

2. BAHR – Section I – Idaho State University – New Positions and Changes to Positions

By unanimous consent, the Board agreed to approve the request by Idaho State University for one (1) new faculty position (1.0 FTE), six new professional staff positions (6.0 FTE), five new classified staff positions (5.0 FTE), and increase the term on one classified staff position (1.0 FTE).

3. BAHR – Section I – University of Idaho – New Positions and Reactivations of Positions

By unanimous consent, the Board agreed to approve the request by the University of Idaho to create four (4) new positions (4.0 FTE) and reactivate three (3) positions (3.0 FTE) supported by appropriated and non-appropriated funds.

BAHR – Section II – Finance

1. BAHR – Section II – FY 2012 Operating Budgets

By unanimous consent, the Board agreed to approve the FY 2012 operating budgets for the Office of the State Board of Education, Idaho Public Television, the Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension, Health Education and Special Programs, as presented.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. College of Southern Idaho – Annual Progress Report

President Jerry Beck presented the progress report for CSI. He discussed the College's strategic planning process and explained that planning drives money at CSI. Dr. Beck noted that the timeline CSI has in place works well for the College but doesn't necessarily line up with the timelines set forth by the Board's planning cycle.

Dr. Beck explained that while CSI believes it is important to enroll more students, it is equally important for students be able succeed. Opportunities must be available to students at the college level so that they can go on to a successful college experience. Those opportunities include developmental education, refresher courses, and time in the classroom. CSI provides other types of learning environments as well including online courses and off-campus learning. He noted that online learning is popular and successful. Related to enrollment numbers, Dr.

Boardwork

Beck indicated that CSI looks more at the end-counts because the tenth day counts don't reflect the final results.

In terms of dual credit, Dr. Beck shared that CSI started this effort early. He noted that the transfer of students and programs from CSI to CWI caused a dip in CSI's dual credit numbers recently, but that is a positive reflection of the collaboration and coordination effort between the two institutions.

Dr. Beck reported that grant funds awarded to CSI is used as seed money by the College to bring economic opportunities to the College and its students, and to the community. In addition to grants, CSI's foundation has been successful in raising funds through a capital campaign undertaken several years ago. It helps provide scholarship dollars for students and reflects the generosity of the community.

Related to online courses, Dr. Beck indicated that in the past many CSI students had to take online courses off-site because of a lack of space at the College. He pointed out that CSI learned many lessons about online instruction and its delivery as a result. One of the things CSI learned is that it is necessary to respond differently and use different delivery methods depending on the course being delivered and the population being served. Dr. Beck emphasized that companies expect employees to work in the electronic/technology environment. He pointed out that the system does the students a disservice if it doesn't teach them how to work in that environment.

State Superintendent Luna indicated that the questionnaire that CSI uses would be valuable to the committee working on the online learning effort. Dr. Beck explained that the intent of the questionnaire is to get students thinking about online classes before they sign up for them. The purpose was not to screen people in or out, but to give them upfront information about online instruction.

Board member Edmunds noted that he advocates the expansion of the community college system. He asked Dr. Beck what he would recommend as an approach to move forward in other communities. Dr. Beck explained that the state learned something about community colleges with the creation of the College of Western Idaho. It has to be fully promoted and supported by the community. CWI is a good example.

2. Presidents' Council Report

President Burton Waite of EITC reported on behalf of the Presidents' Council. Board President Westerberg noted that Mr. Waite recently announced his intention to retire next year. As a result a search effort is immediately underway with Board member Atchley chairing that effort. Mr. Waite thanked the Board members for the opportunity to work with them and the institutions on a number of important issues.

Mr. Waite discussed the study put together by the institutions related to health care for employees. Lt. Governor Brad Little attended the meeting where that was discussed. Stacy Pearson of BSU and Matt Freeman from the Board office were instructed to take the recommendations and concerns that were brought forward to the Department of Administration to see if there was a better way to offer health insurance coverage for the employees of the institutions; one that might better serve all state employees at a lower cost.

Mr. Waite noted that the Presidents' Council also discussed how to cooperate and work

together to increase and improve the technology link between the institutions and the state. Dr. Kustra will continue to head up that effort.

3. Idaho Division of Vocational Rehabilitation Progress Report

Dr. Trudy Anderson was introduced. Dr. Rush noted that Dr. Anderson is the Vice President at UI in Boise. Dr. Nellis agreed to allow Dr. Anderson to work with the Board on an effort to administer the Division of Vocational Rehabilitation (IDVR). He thanked Dr. Nellis and Dr. Anderson for extending those services to the Board.

Dr. Anderson reviewed the status of IDVR. She noted IDVR has 152 FTE and that it is predominantly federally funded. IDVR is a statewide organization with a presence in 45 locations throughout Idaho, including schools, job service offices, and Department of Correction facilities. IDVR has four programs in Idaho. The largest one provides services to individuals with disabilities so they can return to the workplace.

Dr. Anderson discussed state and federal issues. She noted that the state auditors issued a number of findings for the agency. All are fixable and are being worked on by the agency. One of them is whether the agency should remain a stand-alone agency or moved under Health and Welfare. The other is the question about duplication of effort.

On the federal side, IDVR has a declining situation. Federal money comes to Idaho based on Idaho's ability to match it. This is the biggest issue for IDVR in the coming year. The agency has undergone a federal review and a number of audit exceptions were issued there as well. A corrective action plan is in place. As funds decline, the resources available for client services are going down too. In the coming year, IDVR may face its most difficult year because some of the declining resources were previously masked by one-time money. Unlike other areas, if a client has a disability, the law requires that IDVR must provide services. If IDVR runs out of resources to provide those services there is a procedure to follow to report that. The hope is that Idaho can avoid having to go down that path.

Dr. Anderson reported that administrative actions have taken place to address the economic and funding challenges including closing offices, renegotiating leases, decreasing office space, establishing additional partnerships with other businesses in the field, and not filling vacant positions. In addition, two consultants are working in the central office to address state and federal compliance issues. Also, the agency is undergoing a thorough review of all its policies to make sure they are applicable and current.

Related to the state general account, part of IDVR's budget request addresses that point. She noted that for every dollar the state puts up, the federal government puts up 3.5 dollars. Idaho is working a number of third-party agreements to come up with match as well. The state plan will be submitted on June 30. Board member Soltman thanked Dr. Anderson for her leadership during this period.

Board member Edmunds asked about the Board's relationship to IDVR. Dr. Rush explained that both IDVR and the Division of Professional-Technical Education are governed by the Board of Professional-Technical Education. Those two agencies have been under that Board for decades. He reiterated that IDVR is primarily funded with federal money. Organizationally, it appears that those agencies that are under education or independent (nationally) seem to operate the best.

Boardwork

Mr. Edmunds asked if IDVR would be better served by its own board. He noted that he understands this would be a legislative change, but he asked the Board members if it should make that recommendation so it has a more responsive board. Board member Lewis asked Mr. Edmunds about his thoughts around how the relationship with our Board or a separate board would be structured. Mr. Edmunds said he would like to see an independent group that would be more responsive to this agency.

On another note, Mr. Soltman asked about the status of selecting a permanent director. Tracie Bent of the Board office reported that stake holders came together to evaluate applications. Five applications were forwarded to Dr. Rush and reference checks are underway. Once that is completed, there will be interviews. The interviews will take place in July.

Mr. Edmunds asked for Board support to look at the governance of IDVR to see if it should be something the Board advances to the Legislature. Dr. Westerberg directed Board staff to look into this and report back to the Board.

4. Presidential Compensation

M/S (Soltman/Atchley): To approve the annual salary for Dr. Robert Kustra as President of Boise State University for the 2012 fiscal year in the amount of \$336,410 (comprised of \$299,410 in institutional funds, and \$37,000, plus such additional amount required for benefits, in supplemental compensation to be provided by the BSU Foundation), and to amend the current employment agreement with Dr. Kustra extending the current contract for one (1) additional year, as submitted. Motion carried unanimously.

M/S (Soltman/Terrell): To approve the annual salary for Dr. Duane Nellis as President of University of Idaho for the 2012 fiscal year in the amount of \$335,000 (comprised of \$298,000 in institutional funds, and \$37,000, plus such additional amount required for benefits in supplemental compensation to be provided by the UI Foundation), and to amend the current employment agreement with Dr. Nellis extending the current contract for one (1) additional year, as submitted. Motion carried unanimously.

M/S (Soltman/Atchley): To approve the annual salary for Dr. Art Vailas as President of Idaho State University for the 2012 fiscal year, in the amount of \$323,650 (comprised of \$286,650 in institutional funds, and \$37,000, plus such additional amount required for benefits in supplemental compensation to be provided by the ISU Foundation), and amend the current employment agreement with Dr. Vailas extending the current contract for one (1) additional year, as submitted. Motion carried unanimously.

M/S (Soltman/Terrell): To approve the annual salary for Mike Rush as Executive Director of the Idaho State Board of Education for the 2012 fiscal year, at an annual salary of \$110,012, and to approve the employment agreement with Dr. Rush as presented for a one (1) year term and containing additional employment terms and conditions, as submitted. Motion carried unanimously.

This item was introduced by Board member Soltman. It was noted that with the institution presidents the contracts were extended another year. Mr. Luna made a point with all the contracts for the presidents that there is no increase in salary or benefits from the previous year.

By unanimous consent, the Board agreed to readjust the agenda to accommodate Mr. Lewis's schedule. That being the case, the items related to role and mission will be

brought forward at 11:00 a.m. in order to give Mr. Lewis the opportunity to participate in the discussion of those items.

5. Legislation-2012

M/S (Soltman/Terrell): To approve the nine (9) legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals through the Governor's legislative process. Additional legislative ideas to be approved by the Board's Executive Committee prior to submittal. Motion carried unanimously.

Tracie Bent of the Board office discussed the legislative ideas presented to the Board in the agenda materials. She noted that once they have completed the process set up by the Governor's office, they will be forwarded to the Legislature in 2012. Board member Edmunds asked about the process if the Vocational Rehabilitation issue is added. It was noted that the motion allows for additional items to be included.

Mr. Westerberg explained that a process was set up last year for the Board to have ongoing review of issues and items during the legislative session by way of a weekly meeting. The plan is to have that continue. Dr. Rush noted that these legislative ideas have to be submitted to the Governor's office by August. Once those ideas have the go-ahead from the Governor's office, they will come back to the Board to be fleshed out and will come back to the full Board itself in October.

6. Proposed Rule – IDAPA 08.01.04 – Rules Governing Residency Classification

By unanimous consent the Board agreed to postpone this motion until a future time.

The Board discussed this item. Matt Freeman of the Board office explained that the Board should not confuse this item with a medical program issue. It has to do with determining whether or not someone is an Idaho resident for purposes of their tuition. Mr. Freeman indicated that he discussed this with the individuals at each campus who handle the paperwork. He noted that the rule does not specify who will do it; it just says it will be done. He indicated that even Board staff could manage this while working with the institutions. Ms. Bent said the requirements for determining residency are in Idaho Code; it is not an objective process undertaken by the institutions.

Board member Terrell asked if the Presidents' Council agreed with this motion. Ms. Bent reiterated that this rule has to do with whether applicants are residents of Idaho for tuition purposes; it's not about the programs or other related issues. She explained again that the requirements are in Idaho Code as to the process.

Mr. Terrell indicated he has a problem with this rule because it seems to put the entire burden on UI, and suggested that ISU should also be involved. He wondered if the medical education committee was up to speed with this. Mr. Freeman explained again that UI and ISU do work together so this; this is simply an administrative effort. Mr. Freeman suggested that rather than keep this in administrative rule the way it is, the process can be worked out internally. Mr. Terrell said that if the presidents of UI and ISU weren't involved in the discussion he would appreciate the Board holding this motion until he is able to visit with them to make sure they are both in agreement.

Mr. Soltman said that as an option the Board could agree to remove this item from the agenda

and bring it back to the Board in August.

7. Temporary / Proposed Rule – IDAPA 08.01.14 – Rural Physician Incentive Program

M/S (Soltman/Goesling): To approve the Temporary and Proposed Rule changes to IDAPA 08.01.14 as submitted. Motion carried 7-0 (Mr. Terrell was absent during the vote).

Board member Soltman introduced this item.

8. Temporary / Proposed Rule - IDAPA 08.01.09 - GEAR UP Scholarship

M/S (Soltman/Atchley): To approve the Temporary and Proposed Rule IDAPA 08.01.09 as submitted. Motion carried 7-0 (Mr. Terrell absent during the vote).

Board member Soltman introduced this item.

<u>9. Temporary Rule – IDAPA 08.01.11 – Registration of Post-Secondary education</u> Institutions and Proprietary Schools

Board member Soltman introduced this item.

M/S (Soltman/Goesling): To approve the Temporary Rule changes to IDAPA 08.01.11 as submitted. Motion carried 7–0 (Mr. Terrell absent during the vote).

10. Boise State University – Alcohol Service Permit – Stueckle Sky Center

M/S (Soltman/Atchley): To approve the request by Boise State University to allow alcohol service during the 2011 football season and uDrove Humanitarian Bowl in the Stueckle Sky Center under the conditions outlined in Board policy I.J. subsection 2.c. Motion carried unanimously.

Mr. Goesling raised a point about the Board's involvement with these waivers when there are highly qualified presidents to run the institutions. He suggested that the presidents should be entrusted to make these types of decisions.

Mr. Westerberg explained that this has been an evolving process. Over time, the Board has updated the policy in such a way that there is more comfort with this topic. Mr. Soltman indicated that this was originally scheduled to be on the consent agenda, but Board member Terrell asked to move it to the regular agenda.

Board member Lewis shared that it would be good to review where we are now that we have a policy that specifically deals with this. He understands that it is beneficial to understand even within the rubric of the policy the manner and the location of this type of activity to see how or if it proliferating. The fact that we now have a policy is helpful.

Board member Terrell asked to bring this to the regular agenda to make sure where the funds go. He asked the representatives of the institutions to come forward to speak to this. Mr. Terrell understands that alcohol is a money maker and also an activity to encourage people to donate money to the institutions.

Lloyd Mues of UI said that the proceeds that are raised by alcohol go to the food vendor. UI

taxes auxiliary services to direct those funds across campus to many UI organizations and efforts. Jim Fletcher of ISU noted that it operates the same as UI. Stacy Pearson of BSU noted that it operates in a similar way. Mr. Terrell indicated that he doesn't want alcohol to go totally to support athletics. He wants it to go to support academia as well.

Board member Lewis referred to Mr. Goesling's point and that from a policy standpoint, the Board has strongly stated its opposition to alcohol to be freely available in the stadiums. The Board has allowed exceptions. The concern is that over time, the exceptions may overwhelm the policy. By reviewing these actions on a regular basis the Board won't find itself in a place where it is suddenly on the slippery slope. Mr. Lewis indicated that the presidents have commended the Board for taking a strong position on the issue of alcohol sales because it provides a structure.

Mr. Luna noted that one opportunity that could be part of the consent agenda is to ask if there have been any violations in the previous year to the policy. If there have been, then it would be the tine to take it off the consent agenda. Mr. Goesling agreed. Mr. Westerberg noted his appreciations of the viewpoints expressed. He directed Board staff to put these waivers on the consent agenda unless there is a specific issue to address.

11. Boise State University - Alcohol Service Permit - Caven Williams Center

M/S (Soltman/Terrell): To approve the request by Boise State University, Idaho State, and University of Idaho to allow alcohol service under the conditions outlined in Board policy I.J. subsection 2.c. Motion carried unanimously.

Note: Items 11, 12, and 13 were consolidated under one motion.

12. Idaho State University – Alcohol Service Permit – Sports Medical Center

See above.

13. University of Idaho - Alcohol Service Permit

See above.

14. University of Idaho – Alcohol Service Permit – Club Seating

M/S (Soltman/Goesling): To approve the request by the University of Idaho to allow alcohol service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board policy I.J. subsection 2.c. Motion carried unanimously.

Board member Lewis asked about the separation of this area. Mr. Mues indicated that it is totally separated, and all entry points will have security personnel to manage the entry points. All conditions will be strictly enforced.

15. President Approved Alcohol Permits

Board member Terrell noted that BSU and UI seem to be increasing the use of alcohol on their campuses. He shared his opinion that the institutions are stretching the limits on the occasions and locations where alcohol is served on campus. He warned the Board to keep a closer eye

on this issue so it doesn't come to a point where it is over-used. Mr. Luna agreed.

16. Board policy - Second Reading - Section I.M.

M/S (Soltman/Atchley): To approve the second reading to Board policy section I.M. as submitted. Motion carried 7-0 (Mr. Terrell was absent during the vote).

At the conclusion of this item the Board moved to the IRSA agenda to take up items 8, 7 and 9, in that order.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS -- Agenda

8. Institutional Mission Statements

Selena Grace presented this item. She explained a chart showing the current mission and proposed mission statements is included in Board agenda materials. She read through the proposed statements and noted that the institutions want to know if they are going down the right path. Board member Edmunds reiterated that point.

Board member Lewis asked for clarification on the proposed mission statements and how they interact with the existing and primary emphases. Ms. Grace noted that the roles and responsibilities are different from the mission statements. The mission statements need to be something the institutions can use for accreditation purposes; they will also fold into their strategic plans.

Mr. Lewis pointed out that what the Board discussed was for the mission statements to include what the Board declared as its vision and mission, and then go to what the institutions see as their mission under that. He asked where these mission statements will to be placed. Ms. Grace suggested that the appropriate place to put these is in the role and mission policy. Mr. Lewis asked about the category of roles and responsibilities. Ms. Grace explained the role and responsibilities tie directly with the programs that the institutions deliver. Mr. Lewis asked that the institutions be comprehensive in identifying what they do and don't do. Mr. Edmunds clarified that his question is how far the Board will take this in terms of the statewide system.

Mr. Terrell referred to ISU's strategic plan objective related to medical programs and noted that he wonders about the scope of permission the Board plans to give ISU on this matter. Mr. Westerberg pointed out that this question was forwarded to the Medical Committee yesterday; it will look at this question in detail.

Mr. Westerberg said he would like to review the mission statements in depth. Mr. Edmunds noted that the institutions have drafted a mission statement that ties into the state plan. At some point the Board needs to tell the institutions if it approves those statements or not. He asked the Board how it wants to proceed in reviewing the proposed statements. Mr. Lewis said that it is appropriate to discuss the mission statements with the understanding that is the primary focus at this time. Then the Board can give attention to the programs and regional responsibilities of each institution recognizing that while each institution should have some flexibility there, it is up to the Board to determine what statewide roles the institutions should have.

Ms. Atchley noted that most of the mission statements are far more general than ISU. She suggested that the Board should remove the language that refers to programs and

responsibilities. She also agreed that ISU's role has been an instructional institution, not a research institution.

Mr. Edmunds concurred with Mr. Lewis. He suggested this meeting doesn't allow the time for in depth discussion. He suggested that the Board refer it this back to IRSA and ask for a recommendation to be brought back to the Board for review and discussion.

The Board agreed that it is effectively setting the direction for the institutions for the next several years. They supported the idea of sending this to IRSA for further scrutiny. Ms. Grace explained that once the mission statements are in place, the institutions will be able to use those to identify core themes; from the core themes they will be able to provide performance measures that the accrediting body will refer to.

Dr. Doug Baker of UI pointed out that September 15 is the due date for these to go to the NW Accreditation committee. It would help to have the mission statements approved by the first of September. Mr. Westerberg summarized the discussion and noted that the Board had requested IRSA to review each mission statements in concert with every institution; and that the Board would schedule a special Board meeting to hear back from IRSA, and to approve the mission statements.

In respect to the areas of responsibility, Mr. Westerberg noted that IRSA should work on that as well, but not at this time. Mr. Edmunds agreed that step will follow. Ms. Grace indicated that the areas of emphases will stand as is until the Board is able to address them.

7. Second Reading - Proposed Amendments to Board Policy III.I. Roles and Mission

By unanimous consent the Board agreed to postpone this item to a future time.

After brief discussion, the Board decided to postpone this item until it has had time to review the mission statements.

<u>9. Second Reading – Proposed Amendments to Board policy III.Z. Delivery of Postsecondary</u> Education – Planning and Coordination of Academic Programs and Courses

M/S (Edmunds/Soltman): To approve the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended. Motion carried unanimously.

Ms. Grace explained that Mr. Lewis wanted clarification on several points prior to the Board meeting. She presented and discussed the policy in reference to those points. Mr. Edmunds noted that section 3.Z has been in effect for many years. The policy changes will allow for ease of implementation by the public postsecondary institutions and the Office of the State Board.

Mr. Lewis expressed concern about the language that inferred that institutions have to collaborate for collaboration's sake. Addressing that point, he suggested that if an institution has a statewide mission to deliver certain programs and goes into another region to deliver the program, only to find that the local institution in the region is already delivering that program, then the local institution would continue to deliver that course. The point being that the statewide institution would not come in to deliver that course. He noted that this makes sense from an efficiency standpoint, but there is a question as to how far this extends. It makes sense at a general education or lower division level, but maybe not so much at the upper division level.

Mr. Lewis thanked the staff for their work on this. He indicated they have been very responsive in their efforts to clean this up. Ms. Atchley clarified that this policy is a work-in-progress. Mr. Lewis noted that with respect to statewide programs and assignment of statewide programs, the Board's goal is to make sure the structure is in place. Then the Board can come back and identify statewide responsibility.

As a side note, Dr. Rush announced that Selena Grace has been selected as the Chief Academic Officer for the Office of the State Board of Education. Board member Terrell also took time to acknowledge and thank Sherry Woods, who was in the audience, for her work and commitment to education in Idaho.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

By unanimous consent, the Board agreed to take up item 8 of BAHR Section II at this time to accommodate schedules.

Section II – Item 8. Boise State University – Higher Education Insurance Feasibility Study

Stacy Pearson of BSU reported that a feasibility study was undertaken to look at the needs and unique challenges of the higher education system related to employee benefits. The feasibility study included health, life, and disability insurance, along with prescription drug benefits, flexible spending accounts, and proposed improvements to benefit the institutions. The results and recommendations coming out of the study were communicated to the Legislature, the Governor, and also to the Department of Administration.

Brent Crane from AonHewitt was introduced to provide additional input. He reported on the key findings of the study which include: potential savings estimated to be from \$2.2 - \$6.7 million dollars; the ability for higher education institutions to create plans and eligibility standards that meet the unique needs of the institutions; and the potential to reduce the State's beneficiary count from 19,000 to 14,000. More details were provided in the Board's agenda materials.

Mr. Crane indicated that the study looked at the demographics for both higher education employees and other state employees, and found they were very similar. In talking about issues such as administration, cost of plan, adjudication of claims, it was determined the State's plan is very competitive as far as the marketplace. However, the higher education institutions have a significant level of frustration with the state's plan because it lacks the flexibility to address the unique needs of higher education.

Mr. Crane suggested that there are several issues the Board needs to consider regarding the creation of a separate plan for higher education. They include the fact that there is less financial protection outside of the larger state plan. Also, there is the question about who would administer a separate plan for higher education and how to fund start-up costs. On the other hand, some benefits of a separate plan for higher education, and the ability to work directly with providers to achieve greater costs savings.

Ms. Pearson indicated that the next steps include having more meetings with Department of Administration, involving higher education in the design of the plans, making immediate

changes to flexible spending, and working with the Legislature to implement the changes.

At the conclusion of this item Board member Lewis departed from the meeting.

Return to BAHR – Section I

<u>1. Amendment to Board Policy – Section II.B. – Appointment Authority and Procedures – Second Reading</u>

M/S (Terrell/Soltman): To approve the second reading of the proposed amendments to Board Policy II.B.3. Appointment Authority and Procedures, as presented. Motion carried unanimously.

2. Amendment to Board Policy – Section II.D. – Categories of Employees – General Definitions – First Reading

M/S (Terrell/Soltman): To approve the first reading of the proposed amendments to Board policy II.D.2, as presented. Motion carried unanimously.

<u>3. Amendment to Board Policy – Section II.F. – Policies Regarding Non-Classified Employees</u> and Section II.G. – Policies Regarding Faculty (Institutional Faculty Only) – First Reading

M/S (Terrell/Atchley): To approve the first reading of the proposed amendments to Board Policy II.F and II.G, as submitted. Motion carried unanimously.

Board member Goesling asked UI and LCSC to comment on this item. Lloyd Mues noted UI currently follows this practice. Chet Herbst of LCSC noted this policy applies to LCSC and they support the change. Matt Freeman of the Board office indicated this will also impact EITC. Mr. Freeman noted that Idaho Code allows Judiciary and State Board to set its own policy in this regard.

<u>4. Amendment to Board Policy – Section II.M. – Grievance and Appeal Procedures – All</u> <u>Employees – Second Reading</u>

M/S (Terrell/Goesling): To approve the second reading of the proposed amendments to Board Policy II.M.2, as submitted. Motion carried unanimously.

5. Amendment to Board Policy – Board Supplemental 403(b) – Retirement Plan Revisions

M/S (Terrell/Atchley): To approve the Supplemental 403(b) Retirement Plan in substantial conformance with the plan document submitted to the Board as Attachment 1, and to authorize the Board's Chief Fiscal Officer to execute the Plan document on behalf of the Board. Motion carried 6-1 (Mr. Goesling voted Nay).

Matt Freeman discussed this item in detail. He noted that Board staff worked with outside counsel to develop a new plan. He reviewed the points of the new plan, referring the Board to the materials provided in the Board agenda. Mr. Freeman indicated that the new plan attempts to replicate the former plan to the extent possible in terms of employer and mandatory employee contribution amounts.

Board member Soltman asked if any members were penalized due to this change. Mr.

Boardwork

Freeman said there were no penalties. He explained that the old suspended plan and this plan are both 403(b) plans. He reiterated that Board staff worked with outside tax counsel to draft the plan and that outside counsel worked directly with the IRS to ensure everything was done correctly.

Mr. Goesling noted he would vote against this motion because he feels this new plan is too restrictive.

<u>6. Boise State University – Employment Agreement – Provost and Vice President for Academic Affairs</u>

M/S (Terrell/Soltman): To approve the request by Boise State University to enter into a three-year contract with Dr. Martin Schimpf as Provost and Vice President for Academic Affairs of the University, in substantial conformance to the form submitted to the Board, and to authorize the President of Boise State University to execute the contract. Motion carried 6-1 (Mr. Westerberg voted Nay).

Board President Westerberg noted that approving a three-year contract with a provost is not a normal practice for this Board. He asked about damages should the provost leave early. Ms. Pearson said that neither party would have to pay damages. Again, it was noted that there are no other provosts who have three-year contracts. Mr. Westerberg indicated he would vote against this motion because it goes in a different direction than previously by the Board. He suggested more study should be undertaken before taking this action.

7. Idaho State University – Employment Agreement – Head Women's Basketball Coach

M/S (Terrell/Atchley): To approve the request by Idaho State University to execute a multi-year employment agreement with Seton Sobolewski, Head Women's Basketball Coach for a term commencing May 9, 2011 and terminating May 9, 2015, in substantial conformance with the contract submitted to the Board as Attachment 1. Motion carried unanimously.

Matt Freeman of the Board office discussed this item. Board member Goesling asked about the one-year student attainment period versus a four-year period that the NCAA looks at. Board member Terrell indicated that when the Board and its staff reviewed these contracts they expressed similar concerns. He pointed out that this concern will be forwarded to the athletic committee.

Jim Fletcher indicated that ISU wanted one correction made on page 2, tab seven; he noted it should read four years, not one year. With that correction to the agreement, the motion goes forward.

8. University of Idaho – Employment Agreement – Head Women's Soccer Coach

M/S (Terrell/Soltman): To approve the University of Idaho's multi-year employment contract for head intercollegiate women's soccer coach for a 2 year, 6 month term commencing on July 31, 2011, and terminating on December 31, 2013, in substantial conformance with the contract submitted to the Board as Attachment 1. Motion carried unanimously.

Board member Goesling raised a question related to incentives and academic rankings. Mr.

Mues referred to Tab 8 on page 5 where it speaks to that point. Rob Spears, Athletic Director of UI, explained that UI went to a one-year cumulative APR rating because the other way is punitive for various reasons.

9. University of Idaho - Employee Benefits Enrollment System RFP

M/S (Terrell/Atchley): To approve the agreement between the University of Idaho and Morneau Shepell Limited, in substantial conformance with the contract submitted to the Board as Attachment 1, and to authorize the Director of Purchasing Services to execute the agreement on behalf of the Board. Motion carried unanimously.

Mr. Goesling asked if a feasibility study similar to the one on insurance would be beneficial to all the institutions in regards to the human resource function and services. Mr. Mues noted that this is a support system that helps UI run the self-run benefit program. He pointed out that within the human resource function at UI there are only two people to work with this. Mr. Mues explained that this outside agency helps UI with the annual open enrollment and the employee benefit plan in addition to those things that relate to the retirees and COBRA administration. Without this entity to help, UI would have to hire more people and build an entire electronic infrastructure. It doesn't have the resources to do that. Mr. Mues also noted it would be very expensive to move into a consortium with the other institutions; and even if it did, that operation would have to be funded somehow.

Mr. Mues explained that UI went through the RFP and bid process in selecting Morneau Shepell Limited; it was the best one and will benefit UI in terms of costs. Mr. Goesling asked why UI uses a different system. Mr. Mues noted that UI is not required to follow the state plan so they are able to have a self-run system. The other institutions are required by state law to follow the state plan.

Section II – Finance

1. FY 2013 Line Items

M/S (Terrell/Goesling): To approve the FY 2013 line items as listed on the Line Items Summary page in Tab a, and to create a blank for each line item. Motion carried unanimously.

Matt Freeman discussed the line item requests for FY 2013. He pointed out that the Board approved guidelines for line items in April. He noted that the list of items is not prioritized and the motion reads in such a way that it creates a blank line for each item. That means that after the motion, the Board can strike or change a line item however it chooses. After that, the table would be approved as amended.

Dr. Rush explained that the line item approval fits into the budget approval process. It is a twostep process. This is the first initial step – to approve line items above MCO effort. In August, the Board will do a final approval of the budget which would include the items as well as the MCO budget. Matt Freeman noted that with the Board's approval of the line items, the institutions can flesh out their budget requests to present them more fully in August.

The Board discussed the various items before making motions to prioritize them.

Motion 1 - M/S (Soltman/Edmunds): To make CAES the number one priority. Motion

carried 5-2 (Board members Terrell and Westerberg voted Nay).

Motion 2 - (Terrell): To set the items in the following priority order: (1) CAES, (2) Biomedical Research, (3) Strategic Initiatives, and (4) Occupancy Costs. Motion died for lack of a second.

Motion 3 - (Goesling): To make Number 2 Occupancy, Number 3 Strategic Initiatives and Number 4 Biomedical. Motion failed for lack of a second.

Motion 4 - M/S (Edmunds/Soltman): To make Occupancy Costs as the second priority. Motion carried 6-1 (Board member Terrell voted Nay).

Motion 5 - M/S (Goesling/Edmunds): To make Strategic Initiatives as the third priority. Motion carried 4-3 (Board members Terrell, Soltman, and Edmunds voted Nay).

2. Athletics – Actuals, Forecast, and Budget Reports

Board member Atchley presented this item. She referred the Board to the information provided in the Board agenda. She noted that this item was reviewed and accepted by the Athletic Committee.

Board member Soltman asked about expenditures per varsity participant and noted that BSU's is higher. He wondered if the coaches' salaries drive that. Ms. Pearson noted that BSU's budget is higher than the other institutions, but the coaches' salaries do impact that.

Board member Terrell asked about the big game guarantees and how the money flows back into the system. Ms. Pearson said that the net revenue is part of the net revenue for the University, and it goes into the athletic program. The game guarantees go to the athletic budget; however BSU at times requires the athletic department to direct certain funds elsewhere in the University.

Mr. Mues noted that UI follows much the same process as BSU. He explained that the main facility that is used for athletics is used for many other purposes as well, so athletics is charged to use it just as are the other programs that use it.

Jim Fletcher explained that when ISU plays big money games it administers them in a fashion similar to the other institutions. He noted that the costs associated with big money games takes up a good portion of the funds. There is not a direct distribution of the athletic revenue to other programs.

<u>3. Amendment to Board Policy – Section V.F. – Bonds and Other Indebtedness and Section</u> V.K. – Construction Projects – First Reading

M/S (Terrell/Edmunds): To approve the first reading of the amendment to Board Policy V.F. Bonds and Other Indebtedness and V.K. Construction Projects, as submitted. Motion carried unanimously.

Second Motion - M/S (Westerberg/Atchley): To amend the policy to change the local authority from 350K to 500K, and to change the Executive Director approval from 750K to one million dollars. Motion carried unanimously.

It was noted that design-build is a construction method. The question came up as to how it will be recognized in this policy. Matt Freeman noted that a process for design-build is not included in this policy because staff and institutions need direction from the Board on that.

At the conclusion of this item Board member Terrell took the opportunity to recognize Lloyd Mues from UI. He noted that this is Mr. Mue's last Board meeting. Mr. Terrell and the other Board members thanked him for his hard work and the things he has helped to accomplish during his tenure at the University of Idaho.

4. Boise State University - Math / Geo Building Renovation - Planning and Design

M/S (Soltman/Atchley): To approve the request by Boise State University to begin the formal planning and design portion of the Math/Geo Building Renovation for a total cost not to exceed \$500,000. Motion carried 6-0 (Mr. Terrell recused himself from the vote due to a conflict of interest).

Board member Terrell recused himself from this item. Board member Soltman presented this item.

5. Boise State University - Air Charter Services - 2011 - 2015 Football Seasons

M/S (Terrell/Soltman): To approve Boise State University's request to approve the contract submitted to the Board as Attachment 1, and to authorize the Vice President for Finance and Administration to execute the contract on behalf of the Board. Motion carried unanimously.

Matt Freeman noted that an error was identified in the contract that is in the Board agenda materials. He explained that University counsel corrected it so that the approval will be in substantial conformance with the document in the agenda.

6. Boise State University - Offsite Park and Ride Facilities

Information related to this item was noted in the Board agenda materials. There was no discussion.

7. Boise State University – Geothermal Utility Service Connections Phase I – Planning and Design

Information related to this item was noted in the Board agenda materials. There was no discussion.

8. This item was moved to a time earlier in the agenda.

<u>9. Idaho State University – Approval of Professional Fee for Associate of Science (A.S.)</u> Paramedic Science Program

M/S (Goesling/Edmunds): To approve the request by Idaho State University to designate a professional fee for the Associate of Science (A.S.) Paramedic Science program in conformance with the program budget submitted to the Board in Attachment 4. Motion carried unanimously.

Matt Freeman reviewed this item for the members of the Board. He explained that the Paramedic Science program is an existing program. When ISU lost state general funds, enrollment was suspended; however, there is a continued demand for the program. ISU is requesting a professional fee to support the program.

Mr. Freeman indicated that Board policy has specific criteria related to professional fees. He noted that ISU has provided information on how this action meets those criteria. On a larger philosophical discussion, this is a self-support program and it is an A.S. degree. While that is not unprecedented, the Board needs to decide if it is comfortable with this point.

Mr. Terrell explained that he has strong reservations about professional fees. The Board is conducting some studies on professional fees right now. He feels it does not meet the high-end criteria. He asked ISU to respond to his concerns.

Jim Fletcher of ISU indicated there are important and unique conditions related to this program. He introduced Dr. Linda Hatzenbuehler of ISU and Mike Mikitish, Director of ISU's Institute of Emergency Management at the Meridian campus, to discuss this item. Dr. Hatzenbuehler said that this program meets all the qualifications for a professional degree program under the Board guidelines. She noted that it is, as most health programs are, costly. She reminded the Board that graduate programs are not the only programs that fit under the Board's professional fee guidelines. Dr. Hatzenbuehler said that without professional fees this program cannot be offered.

Board member Soltman asked if in staff analysis an opinion was provided by professionaltechnical education. Kirk Dennis from the Division of Professional-Technical Education (PTE) indicated that this program is not a PTE program. He said that PTE is interested in where the Board is on the professional fee discussion as it relates to this item.

Mr. Terrell asked to hold this item until the August meeting. Mr. Fletcher explained that the net result of that would mean cancelling the program. Once the program is cancelled it loses its accreditation. In order to start the program again ISU would have to go through the whole process of treating it like a new program. It would be costly in terms of time and resources. Mr. Westerberg asked how many students are waiting for the programs. Dr. Hatzenbuehler would anticipate accepting 20 students into the program.

Selena Grace of the Board office reported that there is a fundamental policy issue the Board has to decide upon. The issue here is that this is a program that exists and ISU has the ability to continue it through this mechanism. If this item is put on hold then the question becomes, "Where do those students go; out of state or to a proprietary school?" The Board needs to consider that fact and the potential impact on students. Mr. Westerberg noted as well that the students who will be taking this program are willing to make the market investment in their futures; it's not being forced upon them.

Mr. Goesling indicated that the benefit of the student should override the administrative red tape. And, the Board isn't able to right now find another solution. As far as the policy, the Board can revisit that in the future.

It was noted that the College of Western Idaho is feeding their students into this program and supports the program. Stacy Pearson indicated that BSU is interested in self-support fees and has already approved self-support fees. She explained that it is about demand. She emphasized that the institutions need the flexibility to meet the demands and with the decrease

in state funds, other mechanisms must to be considered. She urged that Board policy allows requests to be considered based on need. Lloyd Mues of UI said that ISU wouldn't make this request if it wasn't in line with the policy. In addition, the Board has the ability to consider future requests independently, on their own merit.

Ms. Atchley said that it is important to have feedback regarding this activity so that the Board better understands it. If it is successful, the Board wants to know that. If it isn't, the Board needs to know that as well.

<u>10. University of Idaho – PCard Program – Contract with U.S. Bank</u>

M/S (Terrell/Edmunds): To approve the agreement for One Card services between the University of Idaho and US Bank National Association ND, in substantial conformance to the form submitted to the Board as Attachment 1, and to authorize the University's Director of Purchasing Services to execute the agreement on behalf of the Board. Motion carried unanimously.

11. University of Idaho - Student Health Insurance Program (SHIP) Contract

M/S (Terrell/Soltman): To approve the request by the University of Idaho to increase student health insurance premiums to \$712.00 per semester for 2011/2012, and to permanently delegate to the chief executive officer the approval of these rates. Motion carried unanimously.

Lloyd Mues said that at this rate it is still a good deal for the price. He noted that this plan is in high demand by the students.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Boise State University - Faculty Senate Constitution

M/S (Edmunds/Soltman): To approve the request by Boise State University to adopt revisions as presented to its Faculty Senate Constitution. Motion carried unanimously.

2. Idaho State University – Approval of Full Proposal – Master of Accountancy

M/S (Edmunds/Goesling): To approve the request by Idaho State University to implement the Master of Accountancy. Motion carried unanimously.

3. Quarterly Report – Programs and Changes Approved by Executive Director

Information related to this item was noted in the Board agenda materials. There was no discussion.

4. Higher Education Research Council (HERC) FY 2012 Budget

M/S (Edmunds/Goesling): To approve the FY 2012 HERC Budget Allocation as presented. Motion carried unanimously.

Board member Edmunds noted he isn't enthusiastic about allocating funds to the infrastructure. He asked the Board to revisit the issue next year.

5. First Reading – Proposed Amendments to Board Policy III.V.3. Associate of Applied Science Degree

M/S (Edmunds/Soltman): To approve the first reading of the proposed amendments to Board Policy III.V.3. Associate of Applied Science Degree as submitted. Motion carried unanimously.

6. First Reading - Proposed Amendments to Board Policy III.M. Accreditation

M/S (Edmunds/Goesling): To approve the first reading of the proposed amendments to Board Policy III.M. Accreditation as submitted. Motion carried unanimously.

Note: Items 7, 8, and 9 were considered earlier in the agenda.

10. Accountability Oversight Committee Appointments

M/S (Edmunds/Soltman): To reappoint John Goedde to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011. Motion carried unanimously.

M/S (Edmunds/Goesling): To reappoint Jackie Thomason to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011. Motion carried unanimously.

11. Pulled from the agenda.

DEPARTMENT OF EDUCATION

By unanimous consent the Board agreed to the Superintendents Report to the end of the SDE agenda.

2. Proposed Rule Change to IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Atchley): To approve the Standards for Idaho School Buses and Operations (SISBO) manual as submitted. Motion carried unanimously.

M/S (Luna/Atchley): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity as submitted. Motion carried unanimously.

3. Correction to School District Boundary

M/S (Luna/Soltman): To approve the corrected boundary legal description for the Minidoka County Joint School District #331. Motion carried unanimously.

4. Appointments to the Professional Standards Commission

M/S (Luna/Atchley): To approve Beth Davis as a member of the Professional Standards Commission for a term of three years, effective July 1, 2011 to June 30, 2014, representing the Idaho Association of Special Education Administrators. Motion carried unanimously.

M/S (Luna/Soltman): To approve Deb Hedeen as a member of the Professional Standards Commission for a term of three years, effective July 1, 2011 to June 30, 2014, representing public higher education. Motion carried unanimously.

M/S (Luna/Goesling): To approve Laural Nelson as a member of the Professional Standards Commission for a term of three years, effective July 1, 2011 to June 30, 2014, representing the Idaho School Superintendents Association. Motion carried unanimously.

5. Request for Waiver of 103% Student Transportation Funding Cap for Garden Valley School District

M/S (Luna/Soltman): To approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for fiscal year 2010 of 124.1%. Motion carried unanimously.

Board member Terrell asked if all the bus waiver requests were reviewed personally by SDE staff. Mr. Brad Jensen of SDE explained that if requests meet two of three criteria set forth in Idaho Code, then they are approved. He discussed the criteria (gravel road, number of students on the bus, and the grade of the routes). Mr. Luna reiterated that the criteria are set forth by Idaho Code, not by the Department of Education. Mr. Luna explained that the local school district manages its own fleet and contracts with the provider. The law provides waivers for school districts that meet the criteria to be able to meet the transportation costs in their districts.

Mr. Terrell asked Mr. Luna to get back to him on how the districts work together to address the costs. Mr. Luna said this is a mathematical formula that the Department follows; the Department makes no judgment calls.

It was noted that due to the new law, it would be appropriate to have these on the consent agenda in the future.

6. Request for Waiver of 103% Student Transportation Funding Cap for Moscow School District

M/S (Luna/Soltman): To approve the request by the Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for fiscal year 2010 of 106.7%. Motion carried unanimously.

7. Request for Waiver of 103% Student Transportation Funding Cap for Wallace School District

M/S (Luna/Soltman): To approve the request by the Wallace School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2010 of 111.8%. Motion carried unanimously.

8. School District Requests to Transport Students Less Than One-And-One-Half Miles for the 2010-2011 School Year

M/S (Luna/ Goesling): To approve the requests by the one hundred school districts and twelve charter schools for approval to transport students less than one-and-one-half miles as listed in Attachment 1. Motion carried unanimously.

At the conclusion of this item Mr. Edmunds was excused to attend to other matters.

1. Superintendent's Report

State Superintendent Luna reported that if the revenues hold as is, K-12 will receive a one-time infusion of about \$55 million. That will be discretionary money and districts will have a lot of latitude on how to spend it. He noted that both he and the Governor have advised the districts not to use that money for anything that will result in ongoing costs.

Mr. Luna reported on the three laws that went into effect this legislative session. A task force has been convened and charged look at the procurement and implementation of technology. The task force has appointed five subcommittees to study different areas. The subcommittees will bring recommendations to the task force for consideration. Mr. Luna noted that all the task force meetings and subcommittee meetings are broadcast live via Idaho Public Television. Mr. Luna reported that Governor Jeb Bush and Governor and Bob Wise made presentations at the first task force meeting.

Mr. Luna explained that task force is aware that its focus is to be on the things students need and not the comfort level of adults. One of the things emphasized is the proper implementation of technology, not just the technology by itself. He noted that schools that have implemented it properly have demonstrated huge success.

Mr. Luna discussed the requirement of the college entrance exams and asked the Board for input in this area. He noted that the task force looked at both the SAT and the ACT. He discussed the various pros and cons of each. He mentioned the COMPASS exam and noted all the community colleges use the COMPASS. Mr. Luna explained that Idaho needs to select either the SAT or the ACT as the test it will pay for if students elect to take it.

The Board discussed the two tests and the possibilities and value of each. Mr. Westerberg noted that he spent a full day listening to the pros and cons of both tests during the task force meeting, and it still wasn't clear to him which was the best choice. Ms. Atchley asked if all colleges will accept both tests and Mr. Luna noted that regionally, all the colleges accepted both of these tests.

Mr. Goesling offered to make a motion favoring the SAT. Mr. Terrell pointed out that there is more to know about this topic and he isn't comfortable taking that kind of action. Mr. Westerberg reminded the Board members that this item was not posted on the agenda. It was brought forward in the in the course of the Superintendent's report and is not an action item. He suggested that the Board members are free to provide input for Mr. Luna's benefit if they so desire. Mr. Goesling suggested that Idaho choose the SAT ad the test of choice. Mr. Westerberg indicated that he supported the SAT. Mr. Soltman favored the SAT.

Tracie Bent noted that the rule in place right now requires students to take the ACT, the SAT, or the COMPASS. Any changes would have to be addressed in that rule as well.

Moving onto another topic, Mr. Luna reported that he recently mailed a letter to the U.S. Department of Education about No Child Left Behind. He explained that since it wasn't reauthorized, Idaho amended its accountability book and methods. Mr. Luna indicated that the Accountability Committee will continue to work on the Accountability workbook.

OTHER BUSINESS

There being no further business the Board entertained a motion to adjourn.

M/S (Terrell/Goesling): To adjourn the meeting at 5:00 p.m. Motion carried unanimously.



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 July 11, 2011 Special Teleconference Meeting Boise, ID

A special teleconference meeting of the State Board of Education was held July 11, 2011. It originated from the Board office in Boise Idaho. Vice President Ken Edmunds presided and called the meeting to order at 1:12 p.m. for the purpose of considering the allocation of maintenance of effort funds to community colleges. A roll call of members was taken; there was a quorum present for this special Board meeting.

Present:

Ken Edmunds, Vice President

Emma Atchley

Don Soltman, Secretary Bill Goesling Milford Terrell

Absent:

Richard Westerberg, President Rod Lewis Tom Luna

BUSINESS AFFAIRS & HUMAN RESOURCES

Community Colleges – Additional Distribution

DISCUSSION

Board member Milford Terrell initiated discussion on the allocation of maintenance for funding of community colleges. He stated that the enrollment workload adjustment is calculated based on the yearly credit hour report, so it is an established method of calculating unfunded enrollment growth. He further stated it is in accordance with Senate Bill 1207.

BOARD ACTION

M/S (Terrell/Soltman): I move to approve the allocation of Senate Bill 1207 maintenance of effort funding as follows: \$667,700 to the College of Southern Idaho, \$5,037,900 to the College of Western Idaho, and \$1,796,500 to North Idaho College.

Discussion:

Ken Edmunds asked if there was further discussion on the item.

Board member Bill Goesling asked for further clarification on the Option A and Option B matrix language of Senate Bill 1207. Matt Freeman clarified that the language of the bill is what is directing the action being taken by the State Board of Education today, which is to allocate funding that was made available under Senate Bill 1207 to meet the maintenance of effort requirement under the Federal Education Jobs Fund Bill where the legislation directs that funding is to be used for fiscal year 2011 unfunded enrollment growth.

Bill Goesling asked if there was an opportunity to consider one-time costs such as a new building for example. Matt Freeman clarified that the language from the legislation states the funding is for fiscal year 2011 unfunded enrollment growth. That is the only factor that determines the allocation of the money.

Ken Edmunds asked for further comment or concerns expressed by the Board.

Emma Atchley indicated she is in favor of the allocation method.

Don Soltman further supported the allocation method being used.

Ken Edmunds asked for comment from the community college presidents present.

Priscilla Bell, President of North Idaho College, commented in support of the recommendation being made by the Board.

Bert Glandon, College of Western Idaho President, commented he is also in support of the Board's recommendation.

BOARD ACTION

Vice President Ken Edmunds asked if there was further discussion regarding the motion. Hearing none, he asked for a roll call vote to consider the motion. **The role was called and the motion passed unanimously with all members present.**

Ken Edmunds asked if there was any further discussion. There being no further discussion, a motion to adjourn was passed.

M/S (Edmunds/Atchley): To adjourn at 1:20 p.m. Motion carried unanimously.

Boardwork



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 July 29, 2011 Special Teleconference Meeting Boise, ID

A special teleconference meeting of the State Board of Education was held July 29, 2011. It originated from the Board office in Boise Idaho. Board President Richard Westerberg presided and called the meeting to order at 3:00 p.m. A roll call of members was taken.

Present:

Richard Westerberg, President Don Soltman, Secretary Rod Lewis Ken Edmunds, Vice President Bill Goesling State Superintendent Tom Luna

Absent:

Emma Atchley and Milford Terrell

DEPARTMENT OF EDUCATION

Accountability Workbook - Amendment

State Supt Luna presented this item. He reminded the Board that he had brought this topic up at the June Board meeting. Mr. Luna noted that the request that is coming before the Board at this time follows up on what he discussed with the U.S. Department of Education (USDE). He is asking the Board to approve a change to the Accountability Workbook annual measurable objectives (AMO's). The requested change is to leave the 2009-2010 AYP targets in place for 2010-2011 before resuming the incremental increases in targets each year. Mr. Luna explained that in the ongoing discussions he has had with USDE on this matter USDE has indicated verbally that they are in agreement with the rationale and the change.

Board members discussed the request, its timing, and the manner in which it came to the Board's attention. Board member Soltman asked how many additional schools would not make AYP if this request is not approved. Mr. Luna indicated that it would be about 150 schools. He pointed out that these would primarily be those high-scoring schools which have already attained an AYP rating of 85% - 87%, but do not meet the 90% or better rating.

Mr. Luna explained that when NCLB began, states laid out the AMO's that they planned to meet. Idaho set a trajectory that was a steady step towards the 2014 target, whereas many

Boardwork

states set lower numbers. He noted that the change does not lower standards, but simply spaces out target increases more incrementally, as allowed by USDE.

Mr. Luna also indicated that when Idaho started this in 2002 there was an expectation that the law would be reauthorized in 2007, at which time Idaho could make corrections based on lessons learned. The reauthorization has not happened, so Idaho is left to work with an old, antiquated model. This change does not lower the standards, but simply spaces out the target increases. It will help sustain and continue the movement toward full proficiency for all Idaho students.

Board member Edmunds raised a question related to the rationalization that was used in the beginning. Mr. Luna explained that effort to come up with the original model and targets was transparent. He pointed out that Idaho is moving to a new accountability system that concentrates on student academic growth versus the proficiency focus of NCLB. He noted that his argument to move to a growth model is that it requires every student to show progress and continue to grow academically.

Mr. Edmunds asked for clarification related to the number of schools meeting AYP based on maintaining the prior year target. Mr. Luna suggested that if this request is not approved the number of schools not meeting AYP because of the 90% proficiency target will increase. As a result, significant funds and resources would be needed to address the deficiencies. During this time of great economic hardship, the financial burden to the schools would be very detrimental.

Mr. Edmunds asked if Idaho is reaching a permanent plateau in improvements. Mr. Luna explained that as Idaho gets closer to the 100% proficiency target, the more the focus of the effort is on students who have specific needs. He pointed out that the new system will make it possible to focus on all students; the goal is to see all students continue to grow.

Board member Soltman expressed concern that this item is coming to the Board at such a late date. He noted that schools have been working towards the current AYP targets and the timing for this seems wrong. Mr. Luna explained that this item came up in his presentation at the June Board meeting. The Board decided then to have a special Board meeting for this discussion; today happened to be the best time for everyone to meet.

Mr. Luna pointed out that the school districts are aware that Idaho is moving in this direction. He noted that during discussions with the schools, the feedback coming to him has been positive. He reiterated that the impact of not approving this request would mean that the schools would face additional funding hardships.

Board member Lewis commented and noted that he agreed with Mr. Soltman. He asked what happens when the growth model is put into place. Does every school start over? How do you implement a growth model in the AYP scheme? Mr. Luna explained that in the broad scheme, every student will still be tested with a statewide assessment based on the current standards. But, meeting AYP will be based on the minimum academic growth for the student in that school year. He noted that the State Department of Education (SDE) will need to determine what those rates are. SDE will have the ability to see what growth has been and use that as a beginning level for setting AYP. This means students at both ends will need to demonstrate growth and

schools will be held accountable for that.

Mr. Lewis asked what happens to the schools in terms of where they currently stand. Do they stay in their current status or do they all start at zero? Mr. Luna explained that they will stay where they are currently. Mr. Lewis expressed concern and suggested that it will be difficult to mesh the two measurements (AYP and growth). Mr. Luna noted that the growth model has been a goal for some time; it just wasn't possible before. He pointed out that there is no value in pushing the reset button. He explained that schools that haven't met AYP under the proficiency model will still have to work to move out of that.

Mr. Lewis asked if the schools know what the consequences will be of not meeting the growth targets. Mr. Luna said they do know the consequences. The targets are not set yet, but they will be.

Scott Grothe of the Board office commented. He indicated that when SDE determines the growth targets, they will still have to be approved by the feds. Mr. Luna indicated he has spoken with USDE and has been assured that will happen by December 31st for all states moving towards a growth model. He emphasized that it will not be a long or drawn-out process. He noted that the targets will have to also be approved by the Board. Mr. Luna reiterated the commitment the feds have made to him is that the whole process will be done for the states wanting to get this done by the end of the year.

Mr. Lewis asked why Idaho wouldn't want to have everything lined up before taking this step. Mr. Luna noted that if Idaho puts a plan together that doesn't get approved, Idaho will stay in the same place. Idaho is not moving away from the accountability that comes with NCLB; Idaho is changing the numbers so that it doesn't end up with a huge number of schools who currently meet AYP moving into not-meet AYP. He reiterated that Idaho is simply asking to freeze the AMO's for one year. Also, if for some reason the growth model isn't approved, Idaho will move to the 90% AMO level the following year.

Mr. Lewis and Mr. Soltman suggested that the growth model doesn't tie in with the action today of freezing the AMO's. Mr. Luna reiterated that the action today will freeze the AMO's so that the SDE doesn't find another 150 schools are not meeting AYP.

Mr. Lewis commented, related to Mr. Soltman's point that he also struggles with the timing and the approach SDE has followed. He pointed out that it would have been more appropriate for SDE to communicate to the SBOE about this issue some time ago, before taking it to USDE, and before making any public statements. He emphasized that there should have been dialogue with the Board beforehand. He explained that there is discomfort at the Board level with how SDE has gone about this. Board member Goesling stated that he appreciated Mr. Luna's leadership on this matter.

Mr. Luna apologized for not communicating with the Board before this went public. He asked the Board members to look at the request at this point, and not focus on the process he followed, or the communication issues. He noted that Board staff has recommended that we do this as well.

Mr. Westerberg indicated that he would vote yes because it does seem to be the right thing to do at this time.

M/S (Luna/Westerberg): To adopt the Idaho Consolidated State Application Accountability Workbook, as submitted. Roll call vote taken; motion passed 4-2 (Mr. Soltman and Mr. Edmunds voted nay).

There being no further business a motion to adjourn was entertained.

M/S (Lewis/Luna): To adjourn at 4:07 p.m. Motion passed unanimously.

WORK SESSION AUGUST 10, 2011

TAB	DESCRIPTION	ACTION
A	IDAHO'S 60% ATTAINMENT GOAL	Information Item
В	SBOE COMMITTEE STRUCTURE	Information Item

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SUBJECT

Idaho's 60% Educational Attainment Goal

REFERENCE

August 12, 2010

Board established the goal that 60% of young Idahoans age 25-34 will have a degree or certificate of value by the year 2020.

BACKGROUND/DISCUSSION

This will be a presentation by Board staff reviewing where Idaho is currently positioned, what the projections look like to obtain the 60% educational attainment goal, and what the vision needs to be to reach the goal.

There are several national initiatives working to increase the educational attainment of adults in the United States. The Lumina Foundation, the Gates Foundation, the College Board, the National Governors' Association, the National Conference of State Legislatures, and the Obama administration have introduced separate initiatives with similar, but not identical goals, age groups, and deadlines. These initiatives are geared to support the projected future educational requirements of the labor force, as well as position the nation at or near the top in the education level of its adults to increase its international economic competitiveness and leadership.

The Idaho State Board of Education set a goal that 60% of young Idahoans age 25-34 will have a degree or certificate of value by the year 2020. The 2009 U.S. Census Bureau's American Community Survey estimates the education level of this population at 31.4%.

The Idaho 25-34 year old population is estimated to grow from 206,400 in 2009 to 260,000 in 2020. It is assumed that this population would maintain its postsecondary education attainment level if no initiatives were undertaken to increase this percentage. If valid, that assumption would call for approximately 74,360 more individuals in this targeted population needing to obtain a degree or certificate of value by 2020 or Idaho to achieve its 60% goal. This would equate to approximately a 9% increase in annual certificate/degree production in this population statewide above the current certificate/degree attainment trend.

IMPACT

Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state businesses to Idaho, thus positively impacting Idaho's future economic development.

STAFF COMMENTS AND RECOMMENDATIONS

The information in this presentation will provide some context for discussing strategies to increase the educational attainment of Idahoans, as well as a baseline in which to compare future education levels against. A considerable

amount of this information is based on U.S. Census Bureau estimates, which include margins of error and reporting lag times of up to two years. There are also data summary sources related to this information that often mix and/or omit private and for-profit institutional counts in many of the measures.

BOARD ACTION

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

SUBJECT

Board Committee Structure

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, By-Laws

BACKGROUND/DISCUSSION

Idaho State Board of Education Governing Policies & Procedures, By-Laws state "The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee." In addition, the by-laws outline the purpose, composition, and responsibilities of each committee

The purpose of this discussion will be to review the current committee structure.

BOARD ACTION

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

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Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: BYLAWS

December 2009

A. Membership

The membership of the State Board of Education and Board of Regents of the University of Idaho is determined in accordance with the Constitution of the State of Idaho and by legislative enactment.

B. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

C. Powers and Duties

The State Board of Education and Board of Regents of the University of Idaho have all the powers and duties specified in the Constitution of the State of Idaho and the Idaho Code.

D. Meetings

- 1. The Board holds at least four (4) regular meetings annually. A quorum of the Board consists of a simple majority of the total membership of the Board. A quorum of the Board must be present for the Board to conduct any business.
- 2. The Board will maintain a 12-month running meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12month running schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
- 3. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
- 4. All meetings of the Board are held at such place or places as may be determined by the Board.
- 5. All meetings of the Board are conducted and notice thereof provided in accordance with the Idaho "Open Meeting Law." An executive session (a closed meeting) of the Board may be held upon a two thirds vote of a quorum of the Board for the purpose of considering (a) appointment of an employee or agent,

(b) employee evaluation or termination or hearing of complaints and disciplinary action, (c) labor negotiations or acquisition of private real property, (d) records that are exempt from public inspection, (e) preliminary negotiations on matters of trade or commerce, or (f) matters of pending or probable litigation as advised by its legal representatives.

E. Rules of Order

- 1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised* except that a Board action that conflicts with a previous action takes precedence.
- 2. With the exception of usual, short, parliamentary motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.
- 3. A record vote of the Board is taken in rotational order on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel.

F. Officers and Representatives

- 1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
- 2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
- 3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
- 4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

G. Duties of Board Officers

1. Board President

- a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
- b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
- c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
- d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, agency and institution heads, and the executive director.
- e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
- f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
- g. Establishes screening and selection committees for all appointments of agency and institutional heads.
- h. Appoints Board members to all standing and interim committees of the Board.
- i. Establishes the Board agenda in consultation with the executive director.
- j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.
- 2. Vice President
 - a. Presides at meetings in the event of absence of the Board president.
 - b. Performs the Board president's duties in the event of the Board president's inability to do so.
 - c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

a. Carrying out policies, procedures, and duties prescribed by the Constitution of

the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.

- b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.
- 5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of the statutory Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

H. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the "agencies."* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

- 1. Planning, Policy and Governmental Affairs Committee
 - a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and

^{*} Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS AUGUST 10, 2011

governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- (1) long range planning and coordination;
- (2) initial discussions and direction on strategic policy initiatives and goals;
- (3) legislative proposals and administrative rules for Board agencies and institutions;
- (4) coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- (5) review and revision of Board policies, administrative rules and educationrelated statutes for consistency and compatibility with the Board's strategic direction;
- (6) reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- (7) other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must

be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

- 2. Instruction, Research and Student Affairs Committee
 - a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- (1) agency and institutional instruction, research and student affairs agenda items;
- (2) instruction, academic or professional-technical program approval;
- (3) instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- (4) outreach, technology and distant learning impacting programs and their delivery;
- (5) long-range instruction, academic and professional-technical planning;
- (6) registration of out-of-state institutions offering programs or courses in Idaho;
- (7) continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- (8) student organizations' activities and issues; and

(9) other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

- 3. Business Affairs and Human Resources Committee
 - a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) agency and institutional financial agenda items;
- (2) coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- (3) long-range fiscal planning;
- (4) fiscal analysis of the following:
 - (a) new and expanded financial programs;
 - (b) establishment, discontinuance or change in designation of administrative units;

- (c) consolidation, relocation, or discontinuance of programs;
- (d) new facilities and any major modifications to facilities which would result in changes in programs or program capacity; and
- (e) other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of No employee of an institution or agency under the the state of Idaho. governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- 1) an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- 2) the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- 3) experience in preparing or auditing financial statements and;
- 4) an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institution's and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- 2) Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- 3) Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- 4) Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- 5) Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- 6) Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;

- 7) Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- 8) Provide general guidance for developing risk assessment models for all institutions.
- 9) Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- 10) Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

- 5. Executive Committee
 - a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board's Executive Director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS AUGUST 10, 2011

public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

I. Committee Presentations

- 1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.
- 2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regard to agenda items in the area of the committee's responsibility. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.

J. Presidents' Council

1. Purpose

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be exofficio members of the Council.

3. Duties of the Chair

The chair:

- a. presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
- b. establishes the Presidents' Council agenda in consultation with the Executive Director; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
- 4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

K. Agency Heads' Council

1. Purpose

The Agency Heads' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on agenda items scheduled for Board consideration. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

- 3. Duties of the Chair
 - a. presides at all Agency Heads' Council meetings
 - b. establishes the Council's agenda in consultation with the Council's members; and
 - c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

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CONSENT AGENDA AUGUST 11, 2011

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION I University of Idaho - Policy Change - Promotion and Rank - Clinical Faculty	Motion to approve
2	BAHR – SECTION I University of Idaho - Policy Change - Constitution of the University Faculty	Motion to approve
3	BAHR – SECTION II Resolution Authorizing Individual To Act On Behalf Of Retirement Plans	Motion to approve
4	BAHR – SECTION II Colleges & Universities – Revision of Model Purchasing Policy	Motion to approve
5	BAHR – SECTION II Boise State University – Geothermal Utility Service Agreement – Phase I	Motion to approve
6	BAHR – SECTION II Boise State University – Space Planning Study – College of Engineering	Motion to approve
7	PPGA Idaho State University – Facility Naming	Information item
8	PPGA Alcohol Permits Submitted by the University Presidents	Information item

CONSENT AGENDA AUGUST 11, 2011

TAB	DESCRIPTION	ACTION
9	PPGA Idaho Division of Vocational Rehabilitation – Advisory Council Appointments	Motion to approve
10	STATE DEPARTMENT of EDUCATION 2010-2011 Accreditation Summary Report of Idaho Schools	Motion to approve
11	STATE DEPARTMENT of EDUCATION Adoption of Curricular and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee	Motion to approve
12	STATE DEPARTMENT of EDUCATION Boise State University EDTECH K-12 Online Teacher Endorsement Program	Motion to approve
13	STATE DEPARTMENT of EDUCATION The College of Idaho Full Program Approval Review State Team Report and Institutional Rejoinder	Motion to approve
14	STATE DEPARTMENT of EDUCATION George Fox University, Idaho Campus – Elementary Education Undergraduate Degree Completion Program	Motion to approve
15	STATE DEPARTMENT of EDUCATION Appointment to the Idaho State Curricular Materials Selection Committee	Motion to approve

UNIVERSITY OF IDAHO

SUBJECT

Changes in Policies on Promotion and Rank (Clinical Faculty)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G.1.d

BACKGROUND/DISCUSSION

University of Idaho policies on promotion and tenure are found in the Faculty-Staff Handbook (FSH). Board policy II.G.1.d(3) states that institutions must establish criteria for initial appointment to faculty rank and for promotion in rank at the institution. Such criteria must be submitted to the Board for approval, and upon approval must be published and made available to the faculty.

The University faculty proposes to change FSH 1565 to amend the faculty rank "Clinical Faculty." The proposed change removes "Clinical Faculty" as a subsection of "Temporary Faculty" and establishes "Clinical Faculty" as a separate category.

Clinical Faculty will not be eligible for tenure, but they will be eligible for promotion to ranks of assistant, associate and full clinical professor following a timetable similar to promotion for similar tenure track and tenured faculty.

The proposed policy will expand the terms and conditions for the rank of Clinical Faculty to provide for faculty who have significant professional experience but lack a terminal degree. Programs such as the School of Journalism and Mass Media, the Lionel Hampton School of Music and the Department of Theatre would be able to recruit faculty with recent professional experience for positions that are primarily performance-based.

In accordance with University of Idaho policies, the policy change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the May 5, 2011, General Faculty Meeting. These policy changes were then presented to the president of the university who has approved them and now presents them to the Regents for approval.

IMPACT

The University anticipates no specific fiscal impact from the change in FSH 1565.

ATTACHMENTS

Attachment 1 – Proposed Revisions to FSH 1565 (Clinical Faculty) Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The UI has revised a section of its Faculty-Staff Handbook to amend the faculty rank "Clinical Faculty." Now, pursuant to Board policy, UI is seeking Board approval of the revisions. Staff recommends approval.

BOARD ACTION

I move to approve changes to University of Idaho policies for clinical faculty as set forth in the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: <u>www.webs.uidaho.edu/uipolicy</u>)

[3/09]

Faculty/Staff Handbook [FSH] □ Addition ☑ Revision* □ Deletion* □ Emergency *Minor Amendment* □

Chapter & Title: FSH 1565 – Clinical Faculty

Administrative Procedures Manual [APM] □ Addition □ Revision* □ Deletion* □ Emergency *Minor Amendment* □

Chapter & Title:

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to <u>apm@uidaho.edu</u> or <u>fsh@uidaho.edu</u> respectively.

*Note: If revision/deletion request original document from <u>apm@uidaho.edu</u> or <u>fsh@uidaho.edu</u>, all changes must be made using "track changes."

Originator(s):	Kenton Bird 1/21/11		
(Please see FSH 1460 C)	Name Date		
Telephone & Email:	5-5947 kbird@uidaho.edu		
Policy Sponsor: (If different than originator.)	Faculty Affairs / Don Crowley Chair 1/21/11		
	Name Date		
Telephone & Email:	Crowley@uidabo.edu		

Reviewed by General Counsel _____Yes ____No Name & Date: ______

- I. <u>Policy/Procedure Statement:</u> Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. See attached memo.
- **II. <u>Fiscal Impact</u>:** What fiscal impact, if any, will this addition, revision, or deletion have?
- **III.** <u>**Related Policies/Procedures:**</u> Describe other policies or procedures existing that are related or similar to this proposed change.
- **IV.** <u>Effective Date:</u> This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to:

Policy Coordinator	FSH
Appr. & Date:	Appr FC
[Office Use Only]	GFM
[]	Pres./Prov
APM	
F&A Appr.:	[Office Use Only]
[Office Use Only]	

Track # _UP-11-025
Date Rec.:
Posted: t-sheet
h/c
web
Register:
(Office Use Only)

Move 1565 G-5 – Clinical Faculty under Temporary Faculty to 1565 D. Clinical Faculty under University Faculty as D-9 and revise as noted below:

<u>D-9.</u> **Clinical Faculty: a. General.** Clinical faculty<u>, non-tenure track</u>, may be appointed for the purpose of performing practicum, laboratory, or classroom teaching<u>-in which his/her primary functions are in clinical skills instruction</u>. <u>Clinical faculty is a non-tenure track position</u>. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements <u>and or those which will</u> servinge university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in <u>b-a</u> below. <u>Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.</u>

ba. **Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit-or in a_non-UI unit that is officially associated with UI. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have substantially the same responsibilities and privileges as do members of the-university faculty and of constituent faculties is limited in accordance with the provisions of 1520 II 3. B. They also qualify for the faculty staff educational privilege [see 3740]. They are not eligible for sabbatical leave.

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members, as such, do not necessarily may have teaching as a primary or major responsibility; however, with the approval of academic departments in addition, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the vice president for research and graduate studies), engage in outreach and engagement activities, and or act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

3. Clinical faculty do qualify for the faculty-staff educational privilege. [see 3740]

cb. Qualifications. Assignment to a clinical faculty position is based on demonstrateding knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those what is expected of faculty within the transmission of the second seco

c. Promotion. Clinical faculty should be members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. [See FSH 3560]

Comment [a1]: This title will require the University Constitution (FSH 1520) to be revised and requires Board approval.

Comment [a2]: This is stated above in a

d. Multi year contracts. After completion of a satisfactory probation period, a clinical faculty member shall be eligible for renewable multi year contracts. The criteria for such appointments shall be consistent with the policy for multi-year appointments adopted by the University of Idaho Board of Regents.

d. Conversion. Faculty members holding ranks of lecturer, Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

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UNIVERSITY OF IDAHO

SUBJECT

Changes in Constitution of the University Faculty

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.2.

BACKGROUND/DISCUSSION

Board policy III.C.2 states that "[t]he faculty of each institution will establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution."

The Constitution of the University of Idaho Faculty is set out in Faculty Staff Handbook (FSH) Section 1520. The University faculty proposes to change FSH 1520 Article II Section 1 to recognize the revised status of clinical faculty. A separate agenda item addresses the nature of the change to clinical faculty.

The University faculty further propose to change FSH 1520 Article II Section 3 Clause B to clarify the rights to participate in faculty meetings and the voting rights of the Associated Faculties of the University.

In accordance with University of Idaho policies, the constitution change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the May 5, 2011, General Faculty Meeting. These policy changes were then presented to the president of the university who has approved them and now presents them to the Regents for approval.

IMPACT

The University anticipates no specific fiscal impact from the change in FSH 1520.

ATTACHMENTS

Attachment 1 – Proposed Revisions to FSH 1520 (Faculty Constitution) Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The UI has revised a section of its Faculty-Staff Handbook to amend the faculty rank "Clinical Faculty." The Faculty Constitution also must be revised to reflect this change. Staff recommends approval.

BOARD ACTION

I move to approve changes to University of Idaho Faculty Staff Handbook 1520 regarding clinical faculty as set forth in the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Universityofldaho

POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

Facult	y/Staff Handbook [FSH] 🗖 Addition [□ Revision* □	Deletion*	
Emergency				
Minor Amendment				
	Chapter & Title: FSH 1520 – University	ersity Constitu	ıtion	
All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to <u>apm@uidaho.edu</u> or <u>fsh@uidaho.edu</u> respectively.				
*Note: If revision/deletion request original document from <u>apm@uidaho.edu</u> or <u>fsh@uidaho.edu</u> , all changes must be made using "track changes."				
Originator(s):Ann Thompson, Faculty				
	ury's Office		, cheang	
	e see FSH 1460 C)	Name	Date	
	felephone & Email:		annat@uidaho.edu	
	r			
Policy	Sponsor: (If different than originator.)	Rod Hill, E	aculty Secretary	
·		Name	Date	
ſ	Felephone & Email:			
Reviewed by General Counsel _x_Yes No Name & Date: 3/7/11Hoey Graham No No No				
I.	I. <u>Policy/Procedure Statement:</u> Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.			
	 To include "clinical" rank under university faculty in 1520 Constitution (FSH 1565 – Clinical Faculty passed Senate unanimously 2/14/11.) Will require SBOE approval. 			
۷.	 A contradiction to 1520 (Constitution) was created in FSH 1565 (Ranks) when the terms affiliate/adjunct titles were switched. This change is to revise language in the Constitution to clarify associated faculty's voting and/or participation rights. 			
II. <u>Fiscal Impact</u>: What fiscal impact, if any, will this addition, revision, or deletion have? None				
III. FSH 15	existing that are related or similar to this proposed change.			
IV.	Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.			

1520

CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and offcampus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-09]

PREAMBLE. The faculty of the University of Idaho, designated "university faculty," as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] *[ed. 7-00]*

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university.

The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university.

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. *[ed. 7-09]*

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. *[ed. 7-09]*

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is <u>constituted comprised</u> of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, <u>clinical</u> or visiting designations, e.g., "assistant research professor", <u>"assistant clinical professor</u>" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01]*

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.] *[ed. 7-00, 7-09]*

Section 3. Associated Faculties.

Comment [a12]: Will require Board approval.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. *[ed. 7-00, 7-09]*

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. Members of associated faculties have the privilege of participation without vote in meetings of the university faculty. They have the privilege of participation with vote in meetings of their associated faculties and on faculty committees. When the bylaws of the constituent faculty concerned so provide, members of the associated faculties have the privilege of participation with vote in meetings of their respective constituencies of the university faculty; however, when they are authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. [ed. 7-09]

Section 4. General Faculty. "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

Comment [a13]: This language was cleaned up to make it clear the voting/participation aspects of each associated faculty.

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Resolution Authorizing Individual to Act on Behalf Retirement Plans

REFERENCE

June 2011

Board approved motion to adopt a new Supplemental Retirement 403(b) Plan

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2. Sections 33-107A, 33-107B, Idaho Code

BACKGROUND / DISCUSSION

At its last regular meeting the Board approved the creation of a new Supplemental 403(b) Retirement Plan. The Plan designates TIAA-CREF and VALIC as the Plan's vendors. As part of the implementation process, VALIC has requested approval of a resolution authorizing individual(s) to act on behalf of all Board-sponsored plans which include: State Board of Education Optional Retirement Plan (401(a)), State Board of Education Tax Deferred 403(b) Plan, State Board of Education 457(b) Deferred Compensation Plan, and State Board of Education Supplemental Retirement 403(b) Plan.

IMPACT

Approval of the requested resolution will authorize the Board's chief fiscal officer to act on behalf of Board-sponsored retirement and deferred compensation plans.

ATTACHMENTS

Attachment 1 – Resolution

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

All Board-sponsored plans name the Board as the plan administrator and then designate the Board's chief fiscal officer and the vice presidents for finance and administration at BSU, ISU, UI, LCSC and EITC as responsible for performing duties required for operation of the plan (e.g. enrollment, remitting plan contributions, etc.). Nevertheless, VALIC requests formal authorization of an individual to act on behalf of the plans to satisfy their custodial bank's documentation requirements.

Staff recommends approval.

BOARD ACTION

I move to approve authorization of the Board's chief fiscal officer to act on behalf of all Board-sponsored retirement and deferred compensation plans, in substantial conformance with the Resolution submitted to the Board as Attachment 1, and to authorize the Board President to certify said Resolution.

Moved by_____ Seconded by_____ Carried Yes____ No____

ATTACHMENT 1

RESOLUTION AUTHORIZING INDIVIDUALS TO ACT ON BEHALF OF PLAN

WHEREAS, the Office of the Idaho State Board of Education (hereinafter, the "Board") established the State Board of Education Tax Deferred 403(b) Plan, the Idaho State Board of Education Optional Retirement Plan, the Idaho State Board of Education 457(b) Deferred Compensation Plan and the Idaho State Board of Education Supplemental Retirement 403(b) Plan for the benefit of its employees and their beneficiaries;

WHEREAS, Board is establishing or has established a Trust/Custodial account for which AIG Federal Savings Bank serves as Trustee/Custodian; and

WHEREAS, the Board desires to authorize individuals holding certain positions with the Board or its employment units under its jurisdiction to act on behalf of the Plan;

NOW, THEREFORE, BE IT RESOLVED that the fullest authority has been invested in any individual (each an "Incumbent") holding a position identified below according to the title of the position (each a "Designated Position") for the duration of the period (the "Incumbency Period") in which such Incumbent holds the Designated Position; that each Incumbent is empowered during his or her Incumbency Period to execute any documents that AIG Federal Savings Bank requires relevant to the opening or maintaining of an account for the Plan; and that each Incumbent is empowered during his or her Incumbency Period to take any and all action deemed by any Incumbent to be proper in connection with said account, including, but not limited to, being empowered to give written or oral instructions to AIG Federal Savings Bank with respect to account transactions.

Chief Fiscal Officer
Designated Position

Matt Freeman Current Incumbent Name (Print)

Current Incumbent Signature

I, _____, do hereby certify that the above and foregoing was unanimously adopted by the Idaho State Board of Education at their meeting held at Pocatello, Idaho on the _____ day of August in the year 2011.

Signature

ATTEST:

Witness

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COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Revise Model Purchasing Policy

REFERENCE

June 2010

Board approved model purchasing policy

APPLICABLE STATUTES, RULE OR POLICY

Sections 67-5716 and 67-5728, Idaho Code

BACKGROUND / DISCUSSION

Last year the State Board of Education approved a new model purchasing policy which implemented H688 (2010). This legislation allowed for the elimination of the State Department of Administration from oversight of an institution's purchases, except in the case of statewide contracts.

IMPACT

A procedural revision to the model policy will clarify the process for bringing forward changes to the policy for approval.

ATTACHMENTS

Attachment 1 – Model Policy redline

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) is currently the only institution using the model purchasing policy adopted by the Board in June 2010. BSU recently requested approval from the Board's executive director for changes to its policy. The current policy only requires institutions to notify the executive director of changes (who, at their discretion, may require Board approval). Staff finds that the policy should require executive director or Board approval of any policy changes.

Staff recommends approval.

BOARD ACTION

I move to approve the Model Purchasing Policy as presented in Attachment 1, and to direct BSU to incorporate changes to the model policy into its own policy.

Moved by_____ Seconded by_____ Carried Yes____ No____

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Revised:

Purpose:

To establish policies and procedures governing purchases made with University funds.

<u>Additional Authority:</u> Idaho State Board of Education Governing Policies and Procedures Section I.E.2.a Idaho Code 59-1026 Idaho Code 67-5718(3)

<u>Scope:</u> Applies to all purchases made with University funds.

<u>Responsible Party:</u> University Purchasing Director

POLICY

I. Policy Statement

Procurement (purchasing) will be overseen by the Vice President of Finance and Administration. Daily operations have been delegated to the University Purchasing Director (UPD) and will be and conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies. (UI 60.02.B)

Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of product or service to be provided. Purchases shall support the goals of cost efficiency and product/service quality, and these objectives shall be given consideration in the purchasing process. (67-5715) (67-5717) (UI 60.02B-1, B-3)

Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds. (67-5721)

The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a grant or contract by operation of law, the University owns all personal property purchased with funds from a grant or contract. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with grant or contract funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited,

or the budget expensed, the principle of University ownership prevails. (67-5746) (UI 10.4)

This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director <u>for approval.and</u> <u>may require Board approval at the discretion of the Executive Director The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.</u> Substantive changes shall have the concurrence of all institutions identified in Idaho Code §67-5728(1) prior to submission to the Executive Director. (67-5728)

II. Budget authority:

It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted. (67-5718 (1))(UI 60.03 B-1)

Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts. (67-5717 (10))

III. Requirements:

Small purchases are those purchases or procurements expected to cost seventyfive thousand dollars (\$75,000) or less. Costs are determined based on the following:

- One-time purchases of property; or
- Total cost of a contract for services, including renewal or extension periods.

To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in section 67-2349, Idaho Code. (67-5718(3)) The request for quotation may be written, oral, electronic, telephonic or facsimile. (DOP rule)

Large purchases, exceeding seventy-five thousand dollars (\$75,000), are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the

solicitation shall be publically opened and read aloud by the Buyer to those persons present. (67-5718 (4)) (60.11 A, B-6)

Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website. (67-5718 (2))

Preference for Idaho suppliers for purchases:

Reciprocal preference will be given to Idaho vendors in accordance with Idaho Code Section 67-2349.

Printing services will be awarded to local vendors in accordance with Idaho Code Section 60-101 -103.

Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence. (67-5718 (5))

The University recognizes that an offered low price is not always indicative of the greatest value. (67-5715) Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in SBOE policy V.I.3a require the approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting. (SBOE V.I.3a)

No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process. (67-5726 (6))

No property to be acquired shall be accepted which does not meet the minimum bid specifications. (67-5736 and 67-5726 (4))

IV. Waiver of competitive bidding (Sole Source): (67-5720 (2)) (UI 60.13)

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential

source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

V. Exemptions from bidding:

- A. Purchases under \$10,000
- B. Bulk Contract purchasing
 - State Open Contracts

Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.

No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Administrator of the State Division of Purchasing. Deviation from approved open contracts must be in the best interests of the university and will only be considered in extreme cases. (67-5728)

- Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University unless covered by State open contracts. (67-5724A) (DOP rule)
- Where no state open contract exists, state institutions of higher education (as defined in 67-5728) operating under the model purchasing policy may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.
- C. Government and Agency acquisitions:
 - Rehabilitation agency acquisitions (DOP rule)
 - Correctional industries acquisitions (DOP rule)
 - Federal government acquisitions including federal surplus (DOP rule)
 - Interagency contracts, including contracts with other institutions of higher education

The University may contract with any one or more other public agencies or institution of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract. (67-2332)

- D. Situational acquisitions:
 - Legal advertising, publication or placement of advertisements directly with media sources (Policy Directive)

- Contracts for legal services or bond related services (Policy Directive)
- Professional, consultant and information related technology services costing \$75,000 or less (Policy Directive)
- The infrequent purchase of less than \$75,000 for University employee education or training related travel and seminar/workshop expenses. (Policy directive)
- Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students. (Policy directive)
- Concession services where there is no expenditure of University funds (DOP rule)
- Services for which competitive solicitation procedures are impractical (DOP rule)
- Medical director and medical professional services (Policy Directive 06-02 adaptation)
- Property held for resale, such as bookstore inventory
- E. Emergency Purchases (67-5720 (b)) (UI 60.43)

The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:

- Unforeseen or beyond the control of the University or constituting a force majeure
- Present a real, immediate or extreme threat to the proper performance of essential University functions
- May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life

Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:

- Funds are available for the purchase, and
- Verbal authorization is obtained from the Office of the Vice President for Finance and Administration, and
- Competition to the fullest extent practicable under existing circumstances is obtained and documented, and
- The unit cost of the purchase does not exceed amount requiring SBOE Executive Director approval as proscribed in SBOE policy V.I.3a.

A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

- F. Direct Negotiations (67-5720 (a)) (UI 60.14)
 - In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:
 - The public good as determined by the UPD will not permit the competitive bid process due to time constraints
 - No responsive or responsible bids are received at acceptable levels of price, service or terms
 - Approved sole source scenarios
 - The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test
 - Where there is a particular savings through the use of educational discounts
 - Acquisition of federal surplus or excess property

VI. Qualification of Vendors: (67-5730)

No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.

Vendors may be disqualified for any of the following reasons:

- Failure to perform according to the terms of any agreement;
- Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor;
- Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period;
- Perjury in a vendor disqualification hearing;
- Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
- Any reason in Idaho law that would disqualify a particular vendor for a particular bid.

A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.

Disqualification or conditions may be imposed for a period of not more than five (5) years.

VII. Appeals: (67-5733)

CONSENT – BAHR – SECTION II

Elements of a formal sealed bid that are appealable include:

- Bid specifications
- Determination by the university that the bid is non- responsive and does not comply with the bid invitation and specifications
- Award to a successful vendor

For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.

In addition, sole source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.

Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.

Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.

Small purchases or purchases that are exempted from bidding requirements are not appealable.

VIII. Ethics Requirements

All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including but not limited to, Section 67-5726.

Employees are prohibited from obtaining products or services by avoiding the competitive process such as splitting purchases, creating false emergency situations, and non-use of statewide contracts (Idaho Code 67-5726, Idaho Code 67-5717).

Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal. (6130.I.C of current BSU policy)

Purchasing Ethics and Vendor Relationships:

All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

• Conflict of interest:

A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

Employees are therefore prohibited from entering into service contracts with or selling goods to the University. (67-5726 (1)) (67-2301).

• Influencing/conspiring to influence:

The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages. (67-5726 (2) (3))

BOISE STATE UNIVERSITY

SUBJECT

Approval to construct Geothermal Utility Service Connections Phase I

REFERENCE

June 2010	Board approved Geothermal Service Agreement, (Phase I) with the City of Boise
February 2011	Board approved Geothermal Service Agreement,
	Phase II, with the city of Boise
June 2011	Information item to Board regarding planning and design of Geothermal Utility Service Connections, Phase I

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I and V.N

BACKGROUND/DISCUSSION

In June 2010 the State Board of Education approved Boise State University's request to enter into an agreement with the City of Boise (City) for the extension of the City's geothermal utility service to the University campus.

As part of that agreement, Department of Energy (DOE) grant funds awarded to the City and the University plus matching City funds would be used to extend service to the University campus, in most cases to within 5 feet of the exterior of the building to be served. Thereafter, DOE grant funds would be used in conjunction with matching local funds from the University to convert existing buildings from natural gas heating systems to geothermal heating and to connect the building to the exterior utility lines. The conversion of campus buildings to accept geothermal service is an essential function of the grant the University has received and the agreement entered into with the City of Boise. The costs incurred by the University in support of this grant, including the conversion of campus buildings, will be returned to the University through a discounted utility rate agreement as detailed in the previously approved agreement between the City of Boise and the University. This is a long term investment for the University which intends to make geothermal water a long-term sustainable heat source for campus buildings.

The University informed the Board in June 2011 that the planning and design of the building conversions was in progress for an estimated cost of \$167,000. Based on the completion of design development documents, the University is now ready to begin construction of the building conversions and connections. The buildings to be converted to geothermal include the Multi-Purpose, Administration, Student Union and Math/Geo Buildings as well as the Interactive Learning and Morrison Centers.

IMPACT

The total project cost to convert and connect these six buildings is estimated at \$1,762,173. While the exact cost share between DOE grant funds and University sources will depend on final bids, it is estimated that of the total project budget, \$1,137,173 will be DOE grant funds and the remaining \$625,000 University local funds.

This project will be procured through the standard process through the State of Idaho Department of Public Works and/or the State of Idaho Department of Purchasing as appropriate. Portions of the work may be bid as a series of alternates in an effort to assure a successful award within the budget.

ATTACHMENTS

Attachment 1 - Project Budget	Page 3
Attachment 2 - Capital Projects Tracking Form	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

This is a request by BSU for approval to proceed with construction of geothermal utility service building conversions and connections consistent with the Board-approved Geothermal Service Agreement. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to construct conversions and connections to multiple building systems to convert from natural gas to geothermal for a total cost not to exceed \$1,762,173.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Architectural & Engineering Services Project Budget

Project Number:	DPW-TBD
Project Title:	Geo-Thermal Utility Connections Phase 1
Date:	7/7/2011

Category	Budget
Architectural Fees	103,749
Commissioning, Testing, Plan Check, Etc.	3,000
Construction Costs	1,253,395
Construction Contingency	65,637
Subtotal	1,425,781
University Costs	281,197
Project Contingency	55,195

Total Project	\$ 1,762,173	;
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Office of the Idaho State Board of Education **Capital Project Tracking Sheet**

Jul-11

History Narrative

	Institution/Agency: Project Description:		se Sta struct				ce co		oject: ections for mu		eothermal Uti le buildings t								
4	 ³ Project Use: Conversion of building systems from natural gas heating to geothermal with gas redundancy ⁴ Project Size: Conversion of six major campus buildings (MPC, ITLC, MathGeo, Admin, SUB, MC) 																		
6						Sou	rces	of F	unds						Use of	Fu	inds		
7								<u><u>v</u>. 1</u>			Total			Us	se of Funds				Total
8			PBF			ISBA			Other *		Sources		Planning		Const		Other		Uses
	Initial Cost of Project	\$		-	\$		-	\$	1,762,173	\$	1,762,173	\$	106,749	\$	1,319,032	\$	336,392	\$	1,762,173
10 11																			
12																			
13																			
14																			
15 16																			
17																			
18																			
19																			
20																			
21																			
	Total Project Costs	\$		-	\$		-	\$	1,762,173	\$	1,762,173	\$	106,749	\$	1,319,032	\$	336,392	\$	1,762,173
23																			
24								I		*	Other Source	ces	of Funds						
25								In	stitutional		Student				Total		Total		
26	History of Funding:	\$	PBF		\$	ISBA		\$	Funds 625,000		Revenue	\$	Other 1,137,173	\$	Other 1,762,173	\$	Funding 1,762,173		
20		Ψ		-	Ψ		-	Ψ	020,000			Ψ	1,157,175	Ψ	1,702,175	φ \$	-		
28																			
29		-			•				005.000	_		•	-	_	-	•	-		
30	Total	\$		-	\$		-	\$	625,000	\$	-	\$	1,137,173	\$	1,762,173	\$	1,762,173	l	

BOISE STATE UNIVERSITY

SUBJECT

Space planning study for College of Engineering

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I and V.N

BACKGROUND/DISCUSSION

In 2004 Boise State University developed a Facilities Master Plan for the College of Engineering (COEN). Given the significant growth in COEN programs, this study should be updated to include a specific planning scenario for the expansion of existing programs and possible addition of graduate programs. This specific study would outline and document all facility requirements to meet current and future needs (for a specific planning horizon) for COEN programs and develop a plan to address these needs.

Should the product of this planning effort suggest additional design, renovation or other construction activities, the University will return to the Board for approvals in accordance with Board policy.

IMPACT

The University will, through its own delegated authority, procure professional services at a cost not to exceed \$350,000 for this project following standard DPW procedures.

STAFF COMMENTS AND RECOMMENDATIONS

The Background/Discussion provided by BSU makes mention of "possible addition of graduate programs." Staff notes that the only new engineering program currently under review is a Ph.D. in Materials Science & Engineering. Any and all new graduate programs would require review by CAAP and approval by the Board. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to proceed with a space planning study for the College of Engineering for a cost not to exceed \$350,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT

Information item to report the naming of a classroom and conference room within the Idaho State University College of Business

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K.3.

BACKGROUND / DISCUSSION

Board policy delegates to the presidents the authority to name rooms and open spaces located within buildings or structures. All such names designated by the presidents shall be reported annually in August to the Board.

The Idaho State University Facility Name Designation Committee reviewed the request submitted by the College of Business for the naming of two rooms within the college, as follows:

- 1. The first request is to name a classroom the "Cooper Norman Classroom". This is the result of the Cooper Norman Classroom Sponsorship proposal, wherein the Cooper Norman accounting firm pledged \$250,000 to the College of Business, with payments of \$10,000 per year paid over 25 years. The purpose of this gift from Cooper Norman is to create a modern business education center with state-of-the-art equipment and learning centers that facilitate student learning.
- 2. The second request is to name a conference room within the College of Business the "Betty and Jim Kelly Conference Room". Dr. James Kelly is a former Dean of the College of Business and is a member of the ISU Foundation's Board of Directors. The Kelly's pledged \$250,000, wherein they agreed to lend their name to a fund raising campaign for the MBA program at ISU. The campaign received its first \$25,000 matching gift commitment as part of the silent portion of the campaign. This commitment was predicated on naming the conference room in honor of the Kellys and starting the Kelly MBA Leadership Society. The fund raising goal for this campaign is \$250,000, with \$50,000 already committed.

The ISU Facility Name Designation Committee agreed that both were valid requests and recommended approval. Naming the ISU College of Business conference room the "Betty and Jim Kelly Conference Room" was approved by President Arthur Vailas on April 4, 2011. Naming a classroom within the College of Business the "Cooper Norman Classroom" was approved by President Arthur Vailas on May 5, 2011.

BOARD ACTION

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

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 June 2011 Board meeting. Since that meeting, Board staff has received six (6) permits from Boise State University, four (4) permits from Idaho State University, four (4) permits from the University of Idaho and one (1) permit from Lewis-Clark State College.

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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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY July 2011 – August 2011						
EVENT	LOCATION	DATE (S)				
Van Grouw Wedding Reception	Stueckle Sky Center-Double R	7/9/11				
Boise High School 20 year reunion	Stueckle Sky Center-Skyline	7/16/11				
Katie Perry "The California Dreams Tour"	Taco Bell Arena	7/23/11				
Fablan/Asha Wedding Reception	Stueckle Sky Center-Loft	7/30/11				
Michael Buble "Crazy Love Tour"	Taco Bell Arena	8/11/11				
Destination Distinction: The Campaign for BSU Completion Celebration	Stueckle Sky Center-Bronco Zone, Double R, & Loft	8/16/11				

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY July 2011 – August 2011							
EVENT	LOCATION	DATE (S)					
ID Falls City Club Annual Meeting	Bennion Multi-Purpose	7/28/11					
SBOE Dinner	Performing Arts Center Rotunda	8/10/11					
Ribbon Cutting	Idaho Orthopedic & Sports Medicine	8/25/11					
SHF Reception for New Inductees	554 South 7 th Avenue "Alumni House"	9/16/11					

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO July 2011 – September 2011						
EVENT	LOCATION	DATE (S)				
U of I Alumni Picnic	Ann Morrison Park, Boise, ID	7/9/11				
Hot July Weekend	Golf Course	7/21/11-7/23/11				
Executive MBA University Inn Orientation/Dinner	Best Western University Inn	8/7/11				
ConAgra Foods, Lamb Weston Hospitality Tent	Vandal Game Day Act.	9/24/11				

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE August 2011 - October 2011						
EVENT	LOCATION	DATE (S)				
Center for Arts & History VIP Event	Center for Arts & History	8/26/11 & 10/14/11				

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Advisory Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

34 CFR §361.17

BACKGROUND/ DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii.Current or former applicants for, or recipients of, vocational rehabilitation services;

- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has three (3) members who are eligible for reappointment whose terms expired in June of this year. The Council is requesting the Board reappoint Arnold Cantu as a business, industry and labor representative, Kathy Buswell as a disability advocacy group representative, and Ramona Medicine Horse as a Idaho Native American tribe representative. In addition to these three (3) reappointments the Council is requesting that Rachel Damewood and Gordon Simpson be appointed as additional business, industry and labor representatives; David Miles as an additional Idaho Native American tribe representative, and Irene Vogel as the Department of Education representative.

IMPACT

Approval will bring the IDVR Advisory Council membership to a total of sixteen (16) and will fill all but one of the minimum positions on the council.

ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Arnold Cantu	Page 6
Attachment 3 – Kathy Buswell	Page 7
Attachment 4 – Ramona Medicine Horse	Page 8
Attachment 5 – Rachel Damewood	Page 11
Attachment 6 – Gordon Simpson	Page 15
Attachment 7 – David Miles	Page 16
Attachment 8 – Irene Vogel	Page 18

STAFF COMMENTS AND RECOMMENDATIONS

Past appointments to the IDVR Advisory Council have been made by the Governor. However, it has been recently determined that the Board has the authority to also make these appointments, and the Governor's Office is supportive of this revised appointing procedure. In the coming months Board staff will work with the Council to bring forward a process for soliciting applications for vacant positions and bringing them forward for Board approval. Due to the number of vacancies currently on the Council we were requested to bring these recommendations now rather than waiting for a new process to be put into place. The new applicants that are being recommended have applied for membership through the Governor's Office current Board and Commission membership application process.

Board staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Arnold Cantu to the Vocational Rehabilitation Advisory Council for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the reappointment of Kathy Buswell to the Vocational Rehabilitation Advisory Council for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the reappointment of Ramona Medicine Horse to the Vocational Rehabilitation Advisory Council for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the appointment of Rachel Damewood to the Vocational Rehabilitation Advisory Council as a business, industry and labor representative for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the appointment of Gordon Simson to the Vocational Rehabilitation Advisory Council as a business, industry and labor representative for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the appointment of David Miles to the Vocational Rehabilitation Advisory Council as an Idaho Native American tribe representative for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

I move to approve the appointment of Irene Vogel to the Vocational Rehabilitation Advisory Council as the Department of Education representative for a term three years effective immediately and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes____ No____

Current Council Membership

		Number of		
		Representatives		Term
_	Members Shall Represent:	Required	Name	Expires
	Former Applicant or			
1	Recipient	Minimum 1	Chris Bergmann	6/24/2012
	Parent Training &			
2	Information Center	Minimum 1	vacant	
3	Client Assistant Program	Minimum 1	Corinna Stiles	6/24/2012
4	VR Counselor	Minimum 1	Roxanne Egeland	6/24/2012
_	Community Rehabilitation			
5	Program	Minimum 1	Russ Doumas	6/24/2012
•	Business, Industry and	N 41 1 4		
6	Labor	Minimum 4	Arnold Cantu	6/24/2011
			Vacant	
			vacant	
			vacant	
		No minimum or		
7	Disability Advocacy groups	maximum	vacant	
			Terry Thomas	6/24/2012
			Sean Burlile	6/24/2012
			Kathy Buswell	6/24/2011
	State Independent Living			
8	Council	Minimum 1	James Solem	6/24/2013
9	Department of Education	Minimum 1		
	Director of Vocational			
10	Rehabilitation	Minimum 1	Don Alveshere	Ex-Officio
	Idaho's Native American			
11	Tribes	Minimum 1	Ramona Medicine Horse	6/24/2011
	Workforce Development		-	
12	Council	Minimum 1	Tom Hally	6/24/2012

Ar	oplicatio	n for <i>l</i>	Appoin	tment
Return all information to:	Office of the Governo Attn: Boards & Com P.O. Box 83720 Boise, ID 83720	-		
Personal Information Title First	Middle		ast	
Mr. Arnold	T.	Car		E-mail Address acantu@ccimail.org
Street	City	State	Zip	Phone
3555 Greenwillow	Idaho Falls	ID.	83401	Mobile
Interests On which Board, Commission, or (Council would you like to set			Delitical Darty
State Rehab Cour		ve:		Political Party
my expertise in this area. Also, on such Boards, Commissions, List all current organizations and so	nselor for the State of Ida as Hispanics/Latinos mat and Councils through ou ocieties of which you are a m	ke up a large % It the state, nember,	s of Idaho's populatio	target population and feel I could o on I feel they are under represente iation - Board of Directors.
As a former Rehabilitation Cour my expertise in this area. Also, on such Boards, Commissions, List all current organizations and so	nselor for the State of Ida as Hispanics/Latinos mal and Councils through ou ocieties of which you are a m Board of Directors, Association - Memi	ke up a large % It the state. Iember. Idaho Prima ber	of Idaho's population	on I feel they are under represented
As a former Rehabilitation Cour my expertise in this area. Also, on such Boards, Commissions, List all current organizations and se Partners for Prosperity - Northwest Primary Care List all past boards, commissions, a	nselor for the State of Ida as Hispanics/Latinos mal and Councils through ou ocieties of which you are a m Board of Directors, Association - Memil and councils on which you ha	ke up a large % It the state, Idaho Prima ber ave served, as we	of Idaho's population	on I feel they are under represented
As a former Rehabilitation Cour my expertise in this area. Also, on such Boards, Commissions, List all current organizations and se Partners for Prosperity - Northwest Primary Care List all past boards, commissions, a Please list all professional licenses explain. Certified Rehabilitation (nselor for the State of Ida as Hispanics/Latinos mal and Councils through ou becieties of which you are a m Board of Directors, Association - Memil and councils on which you ha you currently hold. Are you Counselor - CRC - y	ke up a large % It the state, Idaho Prima ber ave served, as we current with all th res	of Idaho's population ary Care Assoc II as political appointm he requirements for the	on I feel they are under representer iation - Board of Directors, ents you have received.
As a former Rehabilitation Cour my expertise in this area. Also, on such Boards, Commissions, List all current organizations and se Partners for Prosperity - Northwest Primary Care List all past boards, commissions, se Please list all professional licenses explain. Certified Rehabilitation (Have you ever voluntarily surrende	nselor for the State of Ida as Hispanics/Latinos mal and Councils through ou becieties of which you are a m Board of Directors, Association - Memil and councils on which you ha you currently hold. Are you Counselor - CRC - y	ke up a large % It the state, Idaho Prima ber ave served, as we current with all th res	of Idaho's population ary Care Assoc II as political appointm he requirements for the	on I feel they are under representer iation - Board of Directors, rents you have received.
As a former Rehabilitation Cour my expertise in this area. Also, on such Boards, Commissions, List all current organizations and se Partners for Prosperity - Northwest Primary Care List all past boards, commissions, a Please list all professional licenses explain. Certified Rehabilitation (Have you ever voluntarily surrende No	nselor for the State of Ida as Hispanics/Latinos mat and Councils through ou ocieties of which you are a m Board of Directors, Association - Memil and councils on which you ha you currently hold. Are you Counselor - CRC - y ared a license, had a license s	ke up a large % It the state. Idaho Prima ber ave served, as we current with all th res	of Idaho's population ary Care Assoc II as political appointm ne requirements for the sked or been disciplined	on I feel they are under representer iation - Board of Directors, ents you have received.

Cel. 20 1227-11 Date 0 Signature

Kathy Buswell

PO Box 151 Lewiston, ID 83501 * 208-885-9060 * kbuswell@uidaho.edu

Experience

2

North Idaho Regional Special Education Consultant

2007-Current University of Idaho, Moscow, ID

- Provide technical assistance to school districts in Region II.
- Assist with monitoring of Special Education programs.

• Determine and facilitate the ongoing training needs of Special Education instructors.

Resource Room Teacher

2002-2007 Kootenai Junior/Senior High School, Harrison, ID

- Responsible for academic needs of students grades 5-12.
- · Co-taught regular English Classes when appropriate.

• Rebuilt Special Education Program to ensure compliance with all government regulations.

Careers Facilitator

1995-2002 Lewiston High School, Lewiston ID

Taught Individualized Occupational Training.

• Responsible for developing job shadows, internships, co-op, and volunteer placement for students.

 Supervised and developed community work placements for special needs students.

Life Skills Teacher

1988-1995 Whitman Elementary, Lewiston, ID

- Responsible for academic needs of special needs students grades 4-6.
- Developed program to teach students skills related to being successful in life.
- Co-taught 5th and 6th grade with regular education teachers.

• Consulted with school districts in Region II regarding development of Life Skills Curriculum.

Resource Room Teacher

1982-1988 Kootenai Junior/Senior High School, Harrison, ID

- Responsible for academic needs of special needs students grades 7-12.
- Co-developed and taught Remedial English class.
- Participated in transitioning activities for special needs students.
- Developed work-training sites for students.
- Received National Award for Transitioning Practices in a Rural Community.

Lewis-Clark State College, Lewiston, ID BS Elementary Education with Special Education C	Certification 1982
 University of Idaho, Moscow, ID MA Special Education 1988 Vocational Certification, Work Based Coordinator Career Development Facilitator 2001 	1997
Transitions Mentor	2005-Current
daho Interagency Transition Council Member	2007-Current
	2001-2002
President IOT	2001-2002
Crisis Team Member	1998-2007
Member Region II School-To-Work Valley Partnership	
	1998-2007
Best Practices Award	1997
	 BS Elementary Education with Special Education C University of Idaho, Moscow, ID MA Special Education 1988 Vocational Certification, Work Based Coordinator Career Development Facilitator 2001 Transitions Mentor daho Interagency Transition Council Member Chair, Youth Committee for Region II WIA Board President IOT Crisis Team Member Member Region II School-To-Work Valley Partnership Support Group Facilitator

References

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References are available on request

Kathy Buswell PO Box 151 Lewiston, ID 83501 * 208-885-9060 * kbuswell@uidaho.edu

Idaho State Rehabilitation Council NOMINATION FORM

1. NOMINEE:

2.

.

Name:	_Ramona L. Medicine Hors	e	
Address:	_PO Box 306	- 10100	
City/State:	Fort Hall, Idaho	Zip: _	83203
Telephone:	Home:208-785-2440	Work:	_208-221-2842
Category of	membership/representative o	f:	
0	Current or former IDVR appli	cants or recipi	ents
B	Susiness, Industry and Labor	_	
D	isability Advocacy Groups		

- Community Rehabilitation Service Providers
- Designated representative of CAP, SILC or IPUL
- Vocational Rehabilitation Counselor
- Workforce Development Council
 - x Native American Vocational Rehabilitation Program
- _____ Department of Education
 - Parent, guardian, family member or advocate of an individual with a disability Other:
- 3. What qualifications and experience does the above named person have which led you to nominate him/her for council membership?

_I am the Director of the Shoshone-Bannock Tribes Voc. Rehab.

4. How much time would the nominee be able to commit to council activities?

1-2 hours per month	XX	_ 7-9 hours per month
4-6 hours per month		10+ hours per month

	its membership to repr litites. Is the nominee a p	resent a broad range of person with a disability?
Yes	No If	yes, what is the disability?
which racial/ethnic gro (Optional question)	oup does the nominee co	esent a diversity of culture nsider himself/herself?
which racial/ethnic gro (Optional question)	oup does the nominee co ndian or Alaska Native	
which racial/ethnic gro (Optional question) xAmerican I Asian or Pac	oup does the nominee co ndian or Alaska Native ific Islander	nsider himself/herself? White Hispar
which racial/ethnic gro (Optional question) xAmerican I Asian or Pac Black . Person making this not	oup does the nominee co ndian or Alaska Native ific Islander mination:	nsider himself/herself? White Hispat Other
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which racial/ethnic gro (Optional question) American I Asian or Pac Black Person making this non Name/Position: Bro Address: 1070 Hillin	oup does the nominee co ndian or Alaska Native ific Islander mination: <u>uce Smell Regio</u> ne Suite 200	nsider himself/herself? White White Hispan Other Del Manager IDVF

Idaho State Rehabilitation Council ATTN: Jacque Truax Idaho Division of Vocational Rehabilitation 650 West State Street, Room 150 P.O. Box 83720 Boise, ID 83720-0096 (208) 287-6443 Fax: (208) 334-5305

.

RACHEL W. DAMEWOOD

15319 W. Lacey Road Pocatello, Idaho 83202-5000 (208) 237-8541; cell (208)604-0741 E Mail: rdamewood@cableone.net

SUMMARY OF EXPERIENCE

- Experience within ISO 14001/EMS Certification, Waste Management Project Management, Configuration Management, Pollution Prevention Project Management, Hazardous Waste Management, Pesticide Management (FIFRA), Reportable Release Notifications, and Administrative Management.
- Specific expertise in Environmental Project Management, Performance Measurement, Activity-Based Costing, Finance, Computer Systems, Business Development, Information Management, and Organization/Planning.

EXPERIENCE

February 2005 - Date: Idaho National laboratory (INL) – Battelle Energy Alliance (BEA) October 1997- February 2005: INEEL - Bechtel BWXT Idaho, LLC. Consulting Technical Specialist, Environmental Compliance

Engineer/TOPs 3, INL Environmental Support & Services

Provide subject matter expertise to programs. Manage the INL Spill Notification Team. Manage self-assessments program and perform audits as a qualified lead auditor for independent assessments. Manage environmental objectives/targets, develop audit plan and schedule, and lead the communication activities in support of the ISO 14001/EMS certification and surveillances. Managed INL FIFRA program. Provided pollution prevention (P2) performance measurement. Managed the Environmental Records Management Initiative project (\$220K). Managed \$360K Site-wide Support budget. Received Innovations & Improvements Award in recognition of outstanding contribution on bioassay process improvement at RWMC, resulting in \$72K annual saving. Received Excellence Award for sustained superior performance in the development of environmental performance metrics, the INEEL Pesticide Management Program, and ISO 14001 Project. Received INEEL Performance Plus Award in recognition of efforts in achieving ISO 14001 Registration for INEEL in 2002. Received INL Excellence in Action Award for the exemplary performance of critical work leading to successful ISO 14001 Registration of the INL EMS in 2005. Received four INL Exceptional Contributions Program awards for safety leadership and improving assessment quality for Environmental Compliance in 2006, two for outstanding support of the internal and external EMS and ISO 14001 re-registration audits in 2008, and excellent performance as Spill Team Lead and during the ISO 14001 assessments in 2009 and 2010.

August 1995 - October 1997: Lockheed Martin Idaho Technologies Company (LMITCO) <u>Consulting Administrative Specialist, Waste Operations.</u>

Provided project management and technical direction for development of integrated processes to plan, prioritize, execute, and analyze progress of complex waste management (WM) projects. Managed WM efforts to implement activity based costing of all technical and administrative activities. Evaluated various strategies and tactics to achieve overall goals, including evaluating processes from other DOE and business sites for techniques to be adapted

Damewood pg.2

by the program. Streamlined administrative processes for the INEEL Transuranic Waste projectization. Performed acting manager duties. Managed \$7M budget for RWMC Operations Support. Received Excellence Award in recognition of outstanding contribution and efforts in achieving "Best In Class" for Waste Management Performance Measures through an independent review of WM practices by DOE staff.

August 1994 - August 1995: EG&G Idaho, Inc./ Lockheed Martin Idaho Technologies <u>Manager, EG&G Idaho Inc., Configuration, Document Control, and Services (CDCS)</u> <u>Unit, Environmental Restoration and Waste Management Department</u>

Provided overall management, coordination, and direction of CDCS support to the Department to assure the highest quality procedures, documentation, control systems, records management, configuration management, department audit, reporting, and support service in the most cost effective manner. Responsible for leading and establishing requirements for compliance, self-assessment, maintenance, operations, work control and configuration control systems within the EO Branch. Developed short and long-range plans (road maps) and resource requirement to support Unit mission, goal, and required services. Responsible for overall compliance efforts involving regulatory implementation at the Department and operational facilities to ensure compliance to DOE Orders, State and Federal regulatory requirements, permits and agreements. Managed \$4.5M budget work scope and schedules. Received Excellence Awards in recognition of outstanding contribution and effort towards the achievement of EO Branch's goals.

April 1993 - July 1994 EG&G Idaho, Inc. Environmental Project Manager

Developed management plans for the initiation, execution and evaluation of INEL Pollution Prevention Opportunity Assessment program. Interfaced with DOE, state and local agencies, and waste generators to identify new or expanded opportunities for program development. Performed information dissemination of pollution prevention techniques and its related technology transfer activities such as writing technical papers, presenting speeches, briefings, and consult other DOE field offices, DOE-ID, DOE-HQ, and the State of Idaho. Performed technical assessments of feasibility and economic viability of various pollution prevention proposals and recommends approval actions. Acted as a technical lead providing project management direction to ensure project completion. Performed duties of cost account manager, responsible for \$1.6M budget and schedules. Performed acting manager duties as requested. Presented and published a professional paper entitled "Pollution Prevention Opportunity Assessments: Foundation of Pollution Prevention for Waste Management," at the Second Annual International Conference on Global Business Environment and Strategies in August 1994.

March 1992 - April 1993 EG&G Idaho, Inc. Environmental Program/Project Engineer

Utilized highly professional scientific/engineering judgment and technical expertise and project management techniques to plan, develop, and manage environmental and waste management compliance programs for the Information Resources (IR) Department. Managed the environmental compliance program activities, including: RCRA waste management, SARA reporting, DOT hazardous material shipment coordination, air emission compliance, process waste assessments, waste stream analysis, waste minimization, environmental auditing and documentation. Provided consultation and training of environmental management.

Damewood pg.3

Developed mass balance tracking system for Department compliance programs. Managed the DOE Order Compliance Initiative project. Responsible for \$500K general-purpose capital equipment (GPCE) budget.

August 1986 - June 1996: RWD Van Services. Owner/Manager

Provided daily commuting services from Pocatello to Idaho Falls. Developed marketing strategies and pricing system to keep operation competitive. Coordinated preventive and scheduled maintenance to ensure uninterrupted services. Managed staff personnel to ensure customers' daily schedules were met. Implemented road emergency preparedness to ensure superior services at all times.

May 1990 - March 1992: EG&G Idaho, Inc. Operation Consultant/Prin. Administrator

Provided operation research in billing process and pricing system for Technical Publication Group. Developed measurement criteria of performance evaluation for operations. Performed operations analysis for cost effectiveness. Responsible for \$400K GPCE budget. Managed the environmental compliance activities for IR Department, including RCRA waste management, SARA reporting, DOT hazardous material shipment coordination, air emission compliance, waste stream analysis, and environmental documentation. Accomplished Unit Manager Development Program. Implemented four productivity proposals to streamline billing and performance evaluation processes, which save \$15K annual cost.

June 1984 - May 1990: EG&G Idaho, Inc. Financial Analyst/Senior Administrator

Work leader for financial service support to the Facilities & Maintenance and Information Resources Departments. Responsible for \$8-28 million budget. Prepared and coordinated budget for the cost center, landlord, programmatic, backlog of maintenance, and work for others (WFO) accounts. Developed computer billing and technical publications services rates to recovery operation costs. Designed and implemented computerized budgeting system to facilitate budgeting process. Supervised two financial service personnel. Performed acting manager duties as requested. Designed and implemented computerized database program for tracking WFO process and cost control, which saved \$14K annual operating cost. Received Performance Incentive Award, Planning and Budgets Incentive Award, and Productivity Award for automation of report distribution.

1980-1983: Idaho Health and Welfare Department, CRT operations.

1978-1980: Idaho State University. Vocational Technical and Teacher Education Program.

1975-1976: Fortmore, Ltd., Taiwan. Export business.

EDUCATION

Idaho State University, M.S. Hazardous Waste Management. (1994)

Emphasis on environmental project management. Cumulative GPA, 3.80 on four-point scale.

Idaho State University, M.B.A. (1984)

Major in Finance and Management. Cumulative GPA, 3.80.

National Chung-Hsing University, Taiwan, B.S. Plant Pathology/Microbiology (1975)

CONSENT - PPGA

Damewood pg.4

Interned in laboratory research at National Research Center. GPA of 3.61.

- Received certificate for the MBA Upgrade Program from Boise State University (2008)
- Qualified as BEA Lead Assessor for Independent Assessment required by 10 CFR 130.122 (2005)
- Received ANSI-RAB NAP certificate of Successful Completion for EMS Lead Auditor Course, ISO 14001 Environmental Lead Auditing: Advanced EMS Auditing Course for Quality and Environmental Personnel, approved by EARA. (October 2000)
- Received Certification of Configuration Management (CM II) (August 1995).
- Completed LMITCO sponsored System Engineering course (May 1996)
- Completed EG&G Idaho sponsored Unit Manager Development Program (1993)
- Completed Managing Interpersonal Relations, Kepner-Tregoe's Problem Solving and Decision Making, Effective Oral Presentation, Situational Leadership, and Delegation Skills. Attended various waste management seminars: Hazardous Waste Management, RCRA and LDR, Environmental Documentation, EPA/OSHA/DOT Hazardous Material, and OSHA training.

PUBLICATIONS

Damewood, R.W., and Huntsman, B.W., "Communication – An Effective Tool for Implementing ISO 14001/EMS," April 26, 2004.

Damewood, R.W., and Wilcox, M. R, "Mixed Waste Market Assessment," EG&G Idaho, Inc. WTD-94-059, April 1994.

Damewood, R. W. "Pollution Prevention Opportunity Assessment: Foundation of Pollution Prevention for Waste Management," March 24, 1994.

PROFESSIONAL AFFILIATION

Past Certification Chairman, Eastern Idaho Chapter, Project Management Institute. Past Council President, International Training in Communications. Past Member, the Association of MBA Executives. Past Member, American Society of Microbiology.

HONORS AND AWARDS

INL Exceptional Contributions Program awards, BEA, 2006, 2008, 2009, 2010.
INL Excellence in Action Award, BEA, 2005
INEEL Performance Plus Award, Bechtel BWXT Idaho, 2001, 2002, 2003, 2004.
Innovations & Improvements Award, LMITCO, 1997.
Excellence Award, LMITCO, 1995 - 1998.
Marquis Who's Who in The West, 1994-1995.
International Who's Who of Professional and Business Women, 1990.
Who's Who of Women Executives, 1989-1990.
Performance Incentive Award, EG&G Idaho, Inc., 1987
Outstanding Young Women of America, 1986.
Planning and Budget Incentive Award, EG&G Idaho, Inc., 1985.
Productivity Award, EG&G Idaho, Inc. 1985.
Elected member, the Honor Society of Phi Kappa Phi, 1984.
Elected member, Beta Gamma Sigma, 1984.

CONSENT - PPGA

3610 Manchester Street Boise, Idaho 83704

Phone (208) 859-4135 E-mail simfam@cableone.net

Gordon R. Simpson MS CRC

Objective

To secure an appointment to a board or commission that will utilize the twenty-eight years experience I have gained in vocational counseling, behavioral assessment and modification. community organization and communication.

Professional Experience

2008 - present **Deseret Industries** Boise, Idaho **Regional Manager of Vocational Rehabilitation Services**

Supervised seven Vocational Development Specialists in Utah, Idaho, Washington, and Oregon. Provided resource material to help them improve their delivery of services to people with disabilities. Evaluated their progress and coached them in methods of improving their service to their client population. Maintained a caseload and provided Vocational Rehabilitation services to twenty associates.

1988 - 2008**Deseret Industries** Boise, Idaho **Regional Manager of Vocational Rehabilitation Services**

Interview prospective trainees, determine eligibility for services, administer and evaluate vocational assessments, write reports, provide vocational counseling, help trainees identify realistic vocational goals based on their evaluations and interest. Locate appropriate educational programs, facilitate enrollment, monitor educational progress, coach trainees on job search techniques, develop and provide job leads, negotiate internships with employers, follow along after placement to ensure continued success, maintain files, plan and develop operating budgets, monitor service delivery to ensure quality. Certified Rehabilitation Counselor and Certified Vocational Evaluator.

1981 - 1988 State of Idaho Industrial Commission Boise, Idaho Vocational Rehabilitation Field Consultant

Interviewed workers who had been injured at work, coordinated rehabilitation services; interviewed workers and negotiated return-to-work strategies with their present employer in their current job or, if that was not successful a new job using transferable skills, negotiate a new job with a new employer; counseled injured workers regarding viable career options considering their skills, abilities and interests.

1974 - 1981State of Idaho Dept of Health and Welfare Boise, Idaho Social Worker

Investigated suspected cases of child abuse and neglect, supervised delinquent youths, reported incidents to magistrate court, maintained files and prepared court documents. Coordinator of Volunteer Services, Training Manager

Utah State University; 1998	Master of Science, Vocational Cour	nseling
Boise State University; 1973	Bachelor of Arts, Social Work	
National Ski Patrol 1994-2004		RECEIVED
Coordinator of Activities for Reg	ional Special Single Adult activities	JAN 0 4 2010
Special Olympics Volunteer Coa	ch	
Special Clympics Volumeer 201		IDVR CENTRAL OFFICE

Education

Volunteer

experience

David J Miles P.O. Box 772 Lapwai, ID 83540 185 Coyote Drive 208-843-2520

EDUCATION:

Ph. D Student – University of Idaho: Adult Education, Counseling and Technology with emphasis in Vocational Rehabilitation Counseling (Pursuing)

M.Ed. – University of Idaho: Adult and Vocational Education with Secondary Teaching Certification (1989)

B.S. – Lewis-Clark State College: Business Administration with emphasis in Accounting (1982)

EMPLOYMENT:

Director: 10/97 to Present: Nez Perce Vocational Rehabilitation Services -Lapwai, ID

Employment Counselor: 06/93 to 09/97 Nez Perce TERO-Lapwai, ID

Business Education/Study Skills: 10/90 to 06/93 Lapwai High School -Lapwai, ID

Financial Services Specialist III: 10/88 to 10/90 Department of Social and Health Services – Clarkston, WA

Accountant: 06/83 to 08/86 Nez Perce Administrative Branch – Lapwai, ID Community Services Manager: 01/80 to 12/82 Nez Perce Community Services Branch – Lapwai, ID

CIVIC DUTIES:

Executive Leadership: 04/05 to 01/06 George Washington University – Washington DC

Board Member: 2006 to present - Idaho State Rehabilitation Council -Boise, ID

Board Member: 2006 to present – Idaho State Independent Living Council – Boise, ID

Client Advocacy: 09/99 "Fighting Discrimination in the 90s" EEOC – Seattle, WA

Mental Health Board Member: 1980-82 Region II - Lewiston, ID

Client Advocacy: 03/94 Leadership 2010; Sustainable Alternative, Lewis-Clark State College – Lewiston, ID

MANAGEMENT SKILLS:

Responsible for the overall management development of the Community Services Branch of Nez Perce Tribal Government

Responsible for the implementation of guidelines in administrative of federal grants/contracts: A-87 Cost Principles for State and local

governments, and Circular 128 "Audits of State and local governments, and the Education Department General Administrative Guidelines (EDGAR)

Responsible for the programs/financial reporting of federal funds Responsible for the programmatic changes and budget modification for grants/contract program funds.

Irene PE Vogel 2803 S Columbus St. Boise, Idaho 83705 208.283.0079 ivogel@pte.idaho.gov

Education:

Boise State University, Boise, ID, Horticulture, A.A.S., 1999 Boise State University, Boise, ID, Science, B.A.S., 2000 University Idaho, Moscow, ID, Professional-Technical Education, M.Ed., 2002 University Idaho, Moscow, ID, Adult Education, PhD, 2006

Employment:

August 2008 – PresentIdaho State Board of Education; Division of Professional-Technical
Education, Boise, ID

Program manager for Skilled and Technical Sciences at the secondary and postsecondary level; SkillsUSA Executive Director for Idaho

- Manage all Skilled and Technical Science programs (trade and industry) at the secondary and post-secondary level in Idaho (total varies from year to year, but this is about 300 programs)
- Attend advisory committee meetings for Skilled and Technical Science programs
- Work with new teachers for program management and certification
- Conduct Skilled and Technical Science program reviews all over the state within secondary institutions
- Work with all 6 of the Idaho's technical college's Skilled and Technical Science programs
- Align programs as per state and federal policies and statues
- Manage Skilled and Technical Science program budgets
- Manage education and student organization budgets
- Host, manage, coordinate and organize 12 conferences per year for Skilled and Technical Science educators and SkillsUSA Idaho advisors and students
- Work with student state officers for SkillsUSA Idaho
- Collaborate with college deans, instructors, students, and administrators from secondary and postsecondary institutions within Idaho
- Supervise staff
- Work with trade and industry partners to better align secondary, postsecondary and employment opportunities for students and advisors
- Represent the Division of PTE to the Division of Building Safety Boards Plumbing, Electrical and HVAC
- Manage the technical college apprenticeship programs at the state level

January 2006 – August 2008 Department of Health and Welfare; Division of Medicaid Boise, ID

Director of communications and professional development for Medicaid

• Managed all internal and external communications for the Division of Medicaid to include brochures, policy manuals, internet/intranet, formal written communications to participants, technical manuals, posters, FAQ's, forms and public announcements, gubernatorial reports, legislative material, budget documents, annual reports,

- Managed a staff of technical writers
- Worked with staff to receive the appropriate professional development for their specific areas
- Chair of the Medicaid Appreciation and Recognition Committee

August 2004 – January 2006Department of Correction

Program manager for all professional-technical education within the adult prison system

- Managed aproxamately25 teachers (varied) statewide
- Managed professional-technical education programs at all 9 of Idaho's correctional facilitates
- Worked with teachers to teach workforce readiness skills to inmates (soft skills)
- Managed the Incarcerated Youthful Offender grant and the Perkins grant for the Idaho department of Corrections
- Worked with instructors organizing their professional development needed to continue with their education certification

September 1990 - August 2004 Boise State University

Intern, lab and teaching assistant, adjunct instructor, instructor

- Began at Boise State University as an intern during undergraduate work
- Progressed to lab and teaching assistant
 - o Taught labs and managed classroom environment when students were in lab
 - o Substitute taught as necessary
 - o Ordered and organized all supplies for the horticulture program
 - o Managed greenhouses and outdoor grounds
 - o Created and managed the pesticide and watering cycles for the greenhouses
 - Managed student workers
 - Corrected and tracked homework and projects
- Progressed to adjunct instructor and full time instructor
 - Taught classes for horticulture program to include: Botany, Horticulture, Greenhouse Management, Entomology, Landscaping, Turf, Floriculture, Pruning, Plant Propagation, Plant Materials, and Horticulture Projects
 - Managed the student internships
 - Counseled students on their education pathway and worked with them to get the appropriate classes at the appropriate time depending on their needs and future plans
 - Managed the greenhouse plant schedules, watering schedules, and pesticide cycles
 - Managed insect controls within the greenhouse and grounds
 - Managed the external grounds

Grants:

- Partner; State Energy Partnership; American Recovery and Reinvestment Act Grant Green projects to Idaho's secondary and postsecondary educational system, 2010-2013, \$5,991,184.
- National Science Foundation ATE grant partner
- Incarcerated Youthful Offender grant manager for the Idaho Department of Correction
- Perkins grant manager for the Idaho Department of Correction

Project Collaborators:

- Dr. Ernie Biller; Curriculum and Instruction Academic Faculty, University of Idaho, ID
- Dr. John Cannon; Boise Center for Higher Education Academic Faculty, University of Idaho, ID
- Mark Cotner; Director Southwest Idaho Technical Academy Consortium, ID

- Dr. Robert Croker; Professor/Chair Human Resource and Development Training Faculty; Idaho State University, ID
- Dr. James Gregson; Curriculum and Instruction Academic Faculty, University of Idaho, ID
- Dr. Laura Holyoke; Academic Faculty Leadership and Counseling, University of Idaho, ID
- Dr. Allen Kitchel; Curriculum and Instruction Academic Faculty, University of Idaho, ID
- Dr. Richard Ledington; Researcher, Division of Professional-Technical Education, ID
- Dr. Robert Lohrmeyer; Dean, Lewis-Clark State College, ID
- Dr. Vera McCrink; Dean of Professional-Technical Education, College of Western Idaho, ID
- Rachel Montgomery; Education Liaison; Idaho Department of Labor; ID
- Glenn Orthell; Certification Specialist, Division of Professional-Technical Education, ID
- Dr. Todd Sanders; Adjunct Assistant Professor, Department of Environmental and Bimolecular Systems & Instructor, Civil and Mechanical Engineering Technology and General Engineering, PCC, OR
- Dr. Todd Schwarz; Instruction Dean, College of Southern Idaho, ID
- Sue Simmons; Senior Planner; Idaho Department of Labor, ID
- Tate Smith; Region 2 Tech Prep Coordinator; Lewis-Clark State College, ID
- Dr. Allison Touchstone, Agricultural and Extension Education Academic Faculty, University of Idaho, ID
- Steve Rayborn, Program Manager, Engineering Tech Ed, Division of Professional-Technical Education, ID
- Kay Vaughn; Senior Planner; Idaho Department of Labor, ID
- Dr. Karen Wilson-Scott; Assistant Professor Human Resource and Development Training Faculty; Idaho State University, ID

Affiliations:

- SkillsUSA Idaho Executive Director (www.pte.idaho.gov/Skilled_Technical_Sciences/SkillsUSA/SkillsUSA_Home.html)
- Association of Skilled and Technical Sciences (www.astsonline.org/)
- Association for Career & Technical Education (www.acteonline.org)
- Career & Technical Educators of Idaho (www.ctei.org)
- Idaho Department of Correction Education Advisory Committee
- Industrial Trade and Technical Association (ITTA)
- Idaho AGC Education Foundation, INC. (CEFI) Board member

SUBJECT

2010-2011 Accreditation Summary Report of Idaho Schools

REFERENCE

August 11-12, 2010 M/S: (Luna/Lewis): To approve the 2009-2010 Accreditation Summary Report of Idaho Schools, as submitted. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code Idaho Administrative Code, IDAPA 08.02.02, Section 140 – Accreditation

BACKGROUND/DISCUSSION

According to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, must be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools (Section 33-119, Idaho Code). Schools must meet the accreditation standards of the Northwest Accreditation Commission (NWAC) formerly known as the Northwest Association of Accredited Schools (NAAS) and an annual accreditation report must be submitted to the State Board of Education.

To receive accredited status for the 2010-2011 school year, schools serving grades 9-12 and those other schools that wish to be accredited were required to submit a NWAC Annual Report or an Initial Application for Membership. The Idaho NWAC Committee, which represents each region of the state, met in October to review the Annual Reports and recommend accreditation approval ratings for each school, state institution and participating private school.

In accordance with IDAPA 08.02.02.140, an annual accreditation report must be submitted to the State Board of Education for approval. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private and parochial schools who wish to seek accreditation. The attached document serves as that report.

ATTACHMENTS

Attachment 1 – 2010-2011 Accreditation Summary Report

Page 3

BOARD ACTION

I move to to approve the 2010-2011 Accreditation Summary Report of Idaho Schools, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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2010-2011 Accreditation Summary Report of Idaho Schools Northwest Accreditation Commission



All Active Schools (Alphabetical by School Type)

Category	High School	Middle Level	Elementary	K-12	Distance Ed.	Special Purpose	Supplem ental	Totals
Schools Approved	132	22	22	23	3	18	3	223
Schools Provisional	19	5	3	11	4	1	3	46
Schools Advised	1			1				2
Schools Warned						1		1
Total Accredited	152	27	25	35	7	20	6	272
Schools Withdrawn		3	1	1		5		10
Schools Dropped								

State or Agency: IDAHO

					Year			
School Type	School Name	Address	City	Enrollment	Accredited	Status	Class	3rdParty
Distance Education	Idaho Digital Learning Academy	1906 S. Vista Ave	Boise	3774	2003	accredited	Pub	
	Idaho Distance Education							
Distance Education	Academy	PO Box 338	Deary	936	2007	accredited	Pub	
Distance Education	Idaho Virtual Academy	1965 South Eagle, Suite 190	Meridian	2804	2005	accredited	Pub	
Distance Education	Bonneville District Virtual Academy	3497 North Ammon Rd	Idaho Falls	110	2009	provisional	Pub	
Distance Education	INSPIRE, The Idaho Connections Academy	6128 W Fairview Ave, Suite A- 1	Boise	608	2006	provisional	Pub	
Distance Education	iSucceed Virtual High School (Insight)	8950 W Emerald #150	Boise	876	2008	provisional	Pub	
Distance Education	Kaplan Academy of Idaho	11513 Fairview Ave., Suite 103	Boise	293	2009	provisional	Pub	
Elementary	A. B. McDonald Elementary	2323 East D St	Moscow	457	2002	accredited	Pub	
Elementary	Beacon Christian School	615 Stewart Ave	Lewiston	34	2002	accredited	Ind	SDA
Elementary	Boise Valley Adventist School	925 N Cloverdale Rd	Boise	93	2002	accredited	Ind	SDA
Elementary	Bruneau Elementary School	PO Box 158	Bruneau	137	2007	accredited	Pub	
Elementary	Caldwell Adventist Elementary School	2317 Wisconsin	Caldwell	90	2002	accredited	Ind	SDA
Elementary	Cole Valley Christian Elementary School	8775 Ustick Road	Boise	361	1995	accredited	Ind	ACSI
Elementary	CornerStone Christian Academy	810 N Chase	Post Falls	132	2007	accredited	Ind	
Elementary	Cornerstone Christian School	P O Box 1877	Bonners Ferry	151	2002	accredited	Ind	SDA

		2425 American Legion Blvd;						
Elementary	Desert View Christian School	PO Box 124	Mountain Home	7	2010	accredited	Ind	SDA
Elementary	Eagle Adventist Christian School	583 W. State St.	Eagle	45	2010	accredited	Ind	SDA
Elementary	Grand View Elementary School	205 First Street	Grand View	137	2006	accredited	Pub	
Elementary	Hilltop Adventist (SDA) School	131 Grandview Drive	Twin Falls	8	2010	accredited	Ina	SDA
Elementary	J. Russell Elementary	119 N. Adams St	Moscow	177	2002	accredited	Pub	
Elementary	Lena Whitmore Elementary	110 S Blaine St	Moscow	308	2002	accredited	Pub	
Elementary	Maranatha Christian School	12000 Fairview Avenue	Boise	93	1986	accredited	Ind	
Elementary	McCall Adventist Christian School	3592 Longview Rd	McCall	25	2002	accredited	Ind	SDA
Elementary	Palouse Hills Adventist School	3148 Tomer Road	Moscow	22	2002	accredited	Ind	SDA
Elementary	Pend Oreille Valley Adventist School	33820 Hwy 41	Oldtown	22	2002	accredited	Ind	SDA
Elementary	Salmon Seventh-Day Adventist School	400 Fairmont	Salmon	19	2002	accredited	Ind	SDA
Elementary	St. Maries Christian School	216 N. 9th St	St. Maries	4	2008	accredited	Ind	SDA
Elementary	Treasure Valley SDA School	P O Box 396	Payette	16	2004	accredited	Ind	SDA
Elementary	West Park Elementary School	510 Home St	Moscow	243	2002	accredited	Pub	
Elementary	Central Elementary School	102 N. Park Ave., PO Box 239	Sugar City	468	2009	provisional	Pub	
Elementary	Hope Lutheran	2071 12th Street	Idaho Falls	107	2007	provisional	Ind	NLSA
Elementary	Kershaw Intermediate School	610 E. 3rd North	Sugar City	323	2009	provisional	Pub	

High	Aberdeen High School	PO Box 610	Aberdeen	242	1939	accredited	Pub	
High	Bear Lake High School	330 Boise St	Montpelier	346	1930	accredited	Pub	
High	Bishop Kelly High School	7009 Franklin Rd	Boise	640	1964	accredited	Ind	WCEA
High	Blackfoot High School	870 South Fisher St	Blackfoot	1086	1920	accredited	Pub	
High	Bliss School	601 E US Hwy. 30	Bliss	37	1976	accredited	Pub	
High	Boise High School	1010 W Washington St	Boise	1459	1918	accredited	Pub	
High	Bonners Ferry High School	6485 Tamarack Ln.	Bonners Ferry	493	1920	accredited	Pub	
High	Bonneville High School	3165 East Iona Rd	Idaho Falls	1225	1934	accredited	Pub	
High	Borah High School	6001 Cassia St	Boise	1395	1958	accredited	Pub	
High	Buhl High School	525 Sawtooth	Buhl	394	1920	accredited	Pub	
High	Burley High School	#1 Bobcat Blvd	Burley	907	1926	accredited	Pub	_
High	Butte County High School	PO Box 655	Arco	144	1951	accredited	Pub	_
High	Caldwell High School	3401 South Indiana	Caldwell	1315	1918	accredited	Pub	
High	Calvary Chapel Christian School	4250 South 25th East	Idaho Falls	278	2011	accredited	Ind	АСТЅ
High	Camas County High School	PO Box 370	Fairfield	40	1954	accredited	Pub	
High	Cambridge Junior/Senior High School	PO Box 39	Cambridge	77	1960	accredited	Pub	
High	Canyon Springs High School	107 Poplar Street	Caldwell	251	2007	accredited	Pub	

High	Capital High School	8055 Goddard Rd.	Boise	1394	1965	accredited	Pub	
High	Cascade Jr./Sr. High School	PO Box 291	Cascade	259	1938	accredited	Pub	
High	Centennial High School	12400 W. McMillan	Boise	1797	1987	accredited	Pub	
High	Central Academy High School	6075 N Locust Grove	Meridian	159	2007	accredited	Pub	
High	Century High School	7801 Diamondback Drive	Pocatello	1162	1999	accredited	Pub	
High	Challis High School	PO Box 304	Challis	213	1934	accredited	Pub	
High	Clark Fork Junior/Senior High School	121 E 4th	Clark Fork	122	1972	accredited	Pub	
High	Clearwater Valley Junior/Senior High School	PO Box 130	Kooskia	174	2007	accredited	Pub	
High	Coeur d'Alene High School	North 5530 4th St	Coeur d'Alene	1410	1921	accredited	Pub	
High	Cole Valley Christian High School	200 E. Carlton	Meridian	357	1995	accredited	Ind	ACSI
High	Columbia High School	301 S Happy Valley Rd	Nampa	1352	2007	accredited	Pub	
High	Declo High School	505 East Main	Declo	281	1954	accredited	Pub	
High	Eagle Academy High School	100 S Academy Ave	Eagle	154	2002	accredited	Pub	
High	Eagle High School	574 North Park Lane	Eagle	1552	1995	accredited	Pub	
High	Emerson Alternative High School	335 5th St	Idaho Falls	114	2005	accredited	Pub	
High	Emmett High School	721 W 12th	Emmett	504	1921	accredited	Pub	
High	Filer High School	3915 Wildcat Way	Filer	420	1927	accredited	Pub	

High	Firth High School	PO Box 247	Firth	218	1934	accredited	Pub	
High	Frank Church High School	8051 W Salt Creek St	Boise	497	2008	accredited	Pub	
ligh	Fruitland High School	501 Iowa Ave.	Fruitland	492	1933	accredited	Pub	
ligh	Gem State Adventist Academy	16115 S. Montana Ave	Caldwell	103	1963	accredited	Ind	SDA
High	Gooding High School	1050 7th Ave West	Gooding	369	1920	accredited	Pub	
High	Grace Jr/Sr High School	PO Box 348	Grace	182	1933	accredited	Pub	
High	Hagerman School	150 Lake Street West	Hagerman	151	1938	accredited	Pub	
High	Hansen Junior/Senior High School	550 S Main St	Hansen	171	2007	accredited	Pub	
High	Highland Senior High School	1800 Bench Rd	Pocatello	1313	1963	accredited	Pub	
High	Hillcrest High School	2800 Owen St	Idaho Falls	1310	1993	accredited	Pub	
High	Homedale High School	203 East Idaho	Homedale	368	1941	accredited	Pub	
High	Horseshoe Bend Middle/High School	398 School Drive	Horseshoe Bend	324	2000	accredited	Pub	
ligh	Idaho Arts Charter School	904 12th Ave Rd	Nampa	657	2007	accredited	Pub	
High	Idaho City Middle/High School	100 Centerville Rd; PO Box 227	Idaho City	376	2000	accredited	Pub	
High	Idaho Falls High School	601 South Holmes Ave	Idaho Falls	1183	1920	accredited	Pub	
High	Jerome High School	104 Tiger Drive North	Jerome	945	1924	accredited	Pub	
High	Kamiah High School	1102 Hill St.	Kamiah	164	1941	accredited	Pub	

High	Kellogg High School	2 Jacob Gulch	Kellogg	410	1920	accredited	Pub	
High	Kendrick Jr/Sr High School	2001 Hwy 3	Kendrick	117	1936	accredited	Pub	
High	Kimberly High School	141 Center St West	Kimberly	439	1934	accredited	Pub	
High	Kootenai Jr-Sr High School	13030 E. O'Gara Rd.	Harrison	137	1985	accredited	Pub	
High	Kuna High School	1360 Boise St	Kuna	1321	1934	accredited	Pub	
High	Lake City High School	6101 Ramsey Rd	Coeur d'Alene	1600	1994	accredited	Pub	
High	Lakeland High School	Box 69/684 Hwy 53	Rathdrum	813	1939	accredited	Pub	
High	Lakeside High School	PO Box 130	Plummer	127	1928	accredited	Pub	
High	Lapwai High School	200 Willow Ave. W.	Lapwai	144	1934	accredited	Pub	
High	Leadore High School	PO Box 119	Leadore	92	2007	accredited	Pub	
High	Lewiston High School	1114 Ninth Ave	Lewiston	1061	1920	accredited	Pub	
High	Lighthouse Christian School	960 Eastland Dr.	Twin Falls	260	2006	accredited	Ind	ACSI
High	Mackay Junior Senior High School	390 E Spruce	Mackay	83	2007	accredited	Pub	
High	Madison High School	134 Madison Ave	Rexburg	987	1934	accredited	Pub	
High	Magic Valley Alternative High School	512 Main Ave N	Twin Falls	124	2003	accredited	Pub	
High	Malad High School	181 Jenkins Ave	Malad	277	1936	accredited	Pub	
High	Marsh Valley High School	12655 South Old Hwy 91	Arimo	398	1934	accredited	Pub	

High	Marsing High School	301 8th Ave W	Marsing	251	1970	accredited	Pub
High	McCall-Donnelly High School	401 Mission Street	McCall	276	1946	accredited	Pub
High	Melba High School	6870 Stokes Lane	Melba	234	1941	accredited	Pub
High	Meridian Academy (Alternative)	2311 E. Lanark	Meridian	160	2003	accredited	Pub
High	Meridian Senior High School	1900 West Pine Ave	Meridian	1496	1934	accredited	Pub
High	Middleton High School	511 West Main	Middleton	988	1967	accredited	Pub
High	Minico High School	292 West 100 South	Rupert	1111	1929	accredited	Pub
High	Moscow High School	402 East 5th St	Moscow	576	1920	accredited	Pub
High	Mountain Home High School	300 South 11th East St	Mountain Home	1072	1923	accredited	Pub
High	Mountain View High School	2000 S Millenium Way	Meridian	2147	2005	accredited	Pub
High	Mullan Junior Senior School	PO Box 71	Mullan	63	1922	accredited	Pub
High	Murtaugh Jr/Sr High School	PO Box 117; 500 W Boyd	Murtaugh	51	1958	accredited	Pub
High	Nampa Senior High School	203 Lake Lowell Ave	Nampa	1403	1920	accredited	Pub
High	New Horizon High School- Alameda Center	845 McKinley, Alemeda Center	Pocatello	149	2007	accredited	Pub
High	New Plymouth High School	207 South Plymouth Avenue	New Plymouth	294	1950	accredited	Pub
High	Nez Perce School	P O Box 279	Nez Perce	56	1938	accredited	Pub
High	North Fremont High School	3581 E. 1300 N.	Ashton	308	1931	accredited	Pub

				1			
High	North Gem Senior High School	360 S Main	Bancroft	60	1942	accredited	Pub
High	Notus Jr/Sr High School	P O Box 256	Notus	121	2002	accredited	Pub
High	Oakley Jr/Sr High School	455 W Main	Oakley	189	1948	accredited	Pub
High	Orofino High School	300 Dunlap Road	Orofino	316	1934	accredited	Pub
High	Parma High School	137 Panther Way	Parma	337	1934	accredited	Pub
High	Payette High School	1500 Sixth Ave South	Payette	493	1921	accredited	Pub
High	Pocatello High School	325 North Arthur St	Pocatello	1105	1918	accredited	Pub
High	Post Falls High School	2800 E Pole Lane Ave	Post Falls	1509	1934	accredited	Pub
High	Potlatch Jr/Sr High School	130 6th Street	Potlatch	186	1934	accredited	Pub
High	Prairie High School	PO Box 540	Cottonwood	155	1934	accredited	Pub
High	Preston High School	151 East 2nd South	Preston	673	1935	accredited	Pub
High	Priest River-Lamanna High School	PO Box 549, 1103 9th St.	Priest River	452	1942	accredited	Pub
High	Raft River Jr/Sr High School	PO Box 68	Malta	147	1960	accredited	Pub
High	Richard McKenna Charter High School	675 S Haskett St.	Mountain Home	267	2000	accredited	Pub
High	Rigby High School	290 North 3800 East	Rigby	886	1937	accredited	Pub
High	Rimrock Junior/Senior High School	39678 State Hwy 78	Bruneau	144	1980	accredited	Pub
High	Ririe High School	PO Box 568	Ririe	211	1945	accredited	Pub

High	Riverside Alternative High School	7188 Oak	Bonners Ferry	34	2007	accredited	Pub	
High	Salmon High School	Box 790	Salmon	320	1931	accredited	Pub	
High	Sandpoint High School	410 South Division St	Sandpoint	1037	1918	accredited	Pub	
High	Shelley High School	570 West Fir Street	Shelley	624	1935	accredited	Pub	
High	Shoshone Bannock Schools	PO Box 790; 17400 Hiline Rd.	Fort Hall	102	1984	accredited	Pub	
High	Shoshone High School	61 East Highway 24	Shoshone	155	1929	accredited	Pub	
High	Skyline High School	1767 Blue Sky Drive	Idaho Falls	1045	1966	accredited	Pub	
High	Skyview High School	1303 East Greenhurst	Nampa	1263	1997	accredited	Pub	
High	Snake River High School	922 West Hwy 39	Blackfoot	540	1934	accredited	Pub	
High	Soda Springs High School	100 North 300 East	Soda Springs	246	1933	accredited	Pub	
High	South Fremont High School	855 North Bridge	St. Anthony	487	1928	accredited	Pub	
High	St. Maries High School	424 Hell's Gulch Road	St. Maries	335	1921	accredited	Pub	
High	Sugar-Salem High School	#1 Digger Drive	Sugar City	430	1936	accredited	Pub	
High	Teton High School	555 Ross Ave.	Driggs	432	1997	accredited	Pub	
High	The Bridge Academy	1619 N. 9th	Coeur D'Alene	35	2007	accredited	Pub	
High	The Patriot Center	330 W Main	Emmett	20	2005	accredited	Pub	
High	Timberlake Senior High School	PO Box 909	Spirit Lake	547	1998	accredited	Pub	

High	Timberline High School	1150 Highway 11	Weippe	123	1970	accredited	Pub	
High	Timberline High School	701 East Boise Ave	Boise	1157	1998	accredited	Pub	
High	Troy Junior/Senior High School	101 Trojan Drive	Troy	169	1934	accredited	Pub	
High	Twin Falls High School	1615 Filer Ave East	Twin Falls	1100	1918	accredited	Pub	
High	Valley High School	882 Valley Rd South	Hazelton	168	1928	accredited	Pub	
ligh	Vallivue High School	1407 Homedale	Caldwell	1692	1963	accredited	Pub	
High	Wallace High School	Number 1 Miners Alley	Wallace	238	1920	accredited	Pub	
ligh	Weiser High School	690 W. Indianhead Rd	Weiser	514	1920	accredited	Pub	
High	Wendell High School	750 E. Main St.	Wendell	319	1934	accredited	Pub	
High	West Jefferson High School	1260 East 1500 North	Terreton	166	1967	accredited	Pub	
High	West Side High School	PO Box 89	Dayton	177	1968	accredited	Pub	
High	Wilder Middle/High School	PO Box 488	Wilder	150	1939	accredited	Pub	
ligh	Wood River High School	1250 Fox Acres Rd	Hailey	816	1941	accredited	Pub	
High	American Falls High School	2966 S Frontage Road	American Falls	457	1920	advised	Pub	
High	Arts West School for the Performing and Visual Arts	3415 W Flint Dr	Eagle	120	2007	provisional	Ind	
High	Boise Language Academy	334 S. Cole Rd	Boise	169	2009	provisional	Pub	
High	Canyon Ridge High School	300 North College Rd West	Twin Falls	1099	2009	provisional	Pub	

High	Franklin County High School	524 N State	Preston	49	2008	provisional	Pub	
High	Grangeville High School	910 S D Street	Grangeville	293	1990	provisional	Pub	
High	Initial Point Alt High School	1080 N. Ten Mile	Kuna	79	2009	provisional	Pub	
High	Mt. Harrison Junior/Senior High School	1431 17th Street	Heyburn	205	2007	provisional	Pub	
High	Paradise Creek Regional High School	1314 S Main St.	Moscow	22	2007	provisional	Pub	
High	Parkview High School (Alt)	8444 Dearborn	Nampa	42	2008	provisional	Pub	
High	Project CDA Alternative Middle/High School	1619 N 9th St	Coeur d'Alene	155	2007	provisional	Pub	
High	Renaissance Magnet High School	1307 E Central Drive	Meridian	358	2009	provisional	Pub	
High	Ridgeline Alternative High School	112 Holly St	Nampa	121	2007	provisional	Pub	
High	Rocky Mountain High School	5450 N Linder Road	Meridian	1983	2008	provisional	Pub	
High	Salmon River High School	PO Box 872	Riggins	60	2007	provisional	Pub	
High	Sandpoint Charter School	614 S Madison St	Sandpoint	99	2008	provisional	Pub	
High	St. Joseph Seminary	15283 N Church Rd	Rathdrum	6	2009	provisional	Ind	
High	Vallivue Academy	6123 Timbre Dr	Caldwell	78	2008	provisional	Pub	
High	Vision Charter School	20185 Lolo Ave	Caldwell	65	2009	provisional	Pub	
High	Kootenai Bridge Academy	606 River Ave	Coeur d'Alene	188	2009	provisional	Pub	
K-12	Calvary Christian School	1210 N Middleton Road	Nampa	69	2007	accredited	Ind	

K-12	Carey School	20 Panther Lane	Carey	267	1946	accredited	Pub	
N 12				207	1540			
K-12	Castleford Public Schools	500 Main St.	Castleford	306	1951	accredited	Pub	
K-12	Clark County Public School	PO Box 237	Dubois	52	1973	accredited	Pub	
<-12	Compass Public Charter School	2511 W Cherry Lane	Meridian	544	2007	accredited	Pub	
K-12	Council School	PO Box 468	Council	231	1959	accredited	Pub	
K-12	Culdesac School	600 Culdesac Ave	Culdesac	99	1934	accredited	Pub	
K-12	Deary School	502 1st Ave.	Deary	137	1989	accredited	Pub	
K-12	Dietrich School	406 North Park Street	Dietrich	226	1985	accredited	Pub	
K-12	Garden Valley Public School	PO Box 710	Garden Valley	222	1976	accredited	Pub	
K-12	Genesee Jr/Sr High School	PO Box 98	Genesee	313	1925	accredited	Pub	
K-12	Glenns Ferry High School	639 N Bannock Ave	Glenns Ferry	146	1934	accredited	Pub	
K-12	Highland School	PO Box 130	Craigmont	176	1960	accredited	Pub	
K-12	Idaho School for the Deaf and Blind	1450 Main Street	Gooding	82	1994	accredited	Pub	
K-12	Liberty Charter School	1063 East Lewis Lane	Nampa	420	2002	accredited	Pub	
K-12	Meadows Valley School	PO Box F	New Meadows	199	1973	accredited	Pub	
K-12	Midvale School	56 School Road	Midvale	118	1945	accredited	Pub	
K-12	Nampa Christian Schools, Inc.	439 West Orchard Ave	Nampa	598	1984	accredited	Ind	ACSI

	Richfield Junior/Senior High							
(-12	School	555 N Tiger Dr	Richfield	195	1988	accredited	Pub	
<-12	Riverstone International School	5493 Warm Springs Ave	Boise	313	2001	accredited	Ind	PNAIS
<-12	Rockland Public School	PO Box 119	Rockland	171	2007	accredited	Pub	
<-12	The Learning Academy of Teton Valley, Inc.	PO Box 451	Driggs	58	2007	accredited	Ind	
<-12	Victory Charter School	1081 E Lewis Lane	Nampa	402	2008	accredited	Pub	
K-12	Greenleaf Friends Academy	PO Box 368	Greenleaf	167	1995	advised	Ind	
K-12	Another Choice Virtual Charter School	958 Corporate Lane	Nampa	230	2010	provisional	Pub	
K-12	Coeur d'Alene Charter Academy	4904 N Duncan Dr	Coeur d'Alene	267	2007	provisional	Pub	
K-12	Falcon Ridge Public Charter School	278 S Ten Mile Rd	Kuna	268	2008	provisional	Pub	
K-12	Family Academy	630 N Front Street	Arco	19	2007	provisional	Ind	
K-12	Genesis Preparatory Academy	PO Box 1237	Post Falls	26	2007	provisional	Ind	
K-12	North Star Charter School	839 N. Linder Rd	Eagle	908	2007	provisional	Pub	
<-12	North Valley Academy	202 14th Ave East	Gooding	228	2008	provisional	Pub	
<-12	Summit Academy	PO Box 427	Cottonwood	94	2007	provisional	Ind	
<-12	Taylor's Crossing Public Charter School	1445 N Wood River Dr	Idaho Falls	413	2007	provisional	Pub	
K-12	Thomas Jefferson Charter School	1209 Adam Smith Ave	Caldwell	404	2007	provisional	Pub	
K-12	Xavier Charter School	711 North College Rd	Twin Falls	649	2008	provisional	Pub	

Middle Level	Burley Junior High School	700 West 16th St	Burley	481	1979	accredited	Pub	
Middle Level	Eagle Rock Junior High School	2020 Pancheri Dr	Idaho Falls	883	2007	accredited	Pub	
Middle Level	East Junior High School	415 Warm Springs Ave	Boise	549	2007	accredited	Pub	
Middle Level	Emmett Junior High School	301 East 4th Street	Emmett	564	2007	accredited	Pub	
Viddle Level	Fairmont Junior High School	2121 N Cole Rd	Boise	788	2007	accredited	Pub	
Middle Level	Hillside Junior High School	3536 Hill Road	Boise	522	2007	accredited	Pub	
Middle Level	Jenifer Junior High School	1213 16th St	Lewiston	566	1989	accredited	Pub	
Middle Level	Lake City Junior Academy	111 Locust Ave	Coeur d'Alene	102	2002	accredited	Ind	SDA
Middle Level	Les Bois Jr. High	4150 E Grand Forest Dr.	Boise	668	2007	accredited	Pub	
Middle Level	Middleton Middle School	200 S 4th Ave W	Middleton	675	2007	accredited	Pub	
Middle Level	Moscow Junior High School	1410 East "D" St	Moscow	576	1974	accredited	Pub	
Middle Level	New Plymouth Middle School	4400 SW 2nd Ave.	New Plymouth	200	1997	accredited	Pub	
Viddle Level	North Junior High School	1105 North 13th St	Boise	879	2007	accredited	Pub	
Middle Level	Rigby Junior High	125 N 1st W	Rigby	645	2007	accredited	Pub	
Middle Level	Ririe Middle School	P O Box 548	Ririe	359	2004	accredited	Pub	
Middle Level	Riverglen Junior High	6801 N Gary Lane	Boise	878	2007	accredited	Pub	
Middle Level	Rocky Mountain Middle School	3443 N Ammon Rd.	Idaho Falls	687	2003	accredited	Pub	

Middle Level	Sacajawea Junior High School	3610 12th St	Lewiston	576	1989	accredited	Pub	
Middle Level	Sandcreek Middle School	2955 E Owen	Idaho Falls	722	2002	accredited	Pub	
Middle Level	South Junior High School	3101 Cassia St.	Boise	654	2007	accredited	Pub	
Middle Level	Teton Middle School	481 N Main	Driggs	364	1997	accredited	Pub	
Middle Level	Wood River Middle School	900 2nd Ave. N.	Hailey	667	1974	accredited	Pub	
Middle Level	Clair E. Gale Junior High School	955 Garfield	Idaho Falls	594	2007	provisional	Pub	
Middle Level	Madison Jr. High School	60 West Main St	Rexburg	715	2008	provisional	Pub	
Middle Level	Taylorview Junior High School	350 Castlerock Lane	Idaho Falls	815	2007	provisional	Pub	
Middle Level	Upper Carmen Public Charter School	PO Box 33; 508 Carmen Creek Rd	Carmen	130	2009	provisional	Pub	
Middle Level	West Junior High School	8371 W Salt Creek Ct,	Boise	842	2007	provisional	Pub	
Special Purpose	ARTEC Regional Professional Technical Charter School	633 Fremont Ave	Rupert	204	2007	accredited	Pub	
Special Purpose	Black Canyon Alternative High School	315 S Johns	Emmett	77	2005	accredited	Pub	
Special Purpose	Boise State Univerisity TRIO Upward Bound	1910 University Drive	Boise	202	2009	accredited	Ind	
Special Purpose	Cassia Alternative High School	1010 W 17th St	Burley	106	2007	accredited	Pub	
Special Purpose	COSSA Academy	109 Penny Lane	Wilder	86	2001	accredited	Pub	
Special Purpose	Hope Christian Academy	PO Box 550	Marsing	44	1992	accredited	Ind	
Special Purpose	Independence Alternative High School	155 E Francis	Blackfoot	182	2004	accredited	Pub	

Special Purpose	Jefferson High School (Alt)	529 N 3470 East	Menan	57	2003	accredited	Pub	
Special Purpose	Kootenai Academy	2103 N. Ironwood Pl	Coeur d'Alene	24	1999	accredited	Ind	
Special Purpose	Lincoln High School (Alt)	3175 E Lincoln Rd	Idaho Falls	245	2003	accredited	Pub	
Special Purpose	Meridian Medical Arts Charter High School	1789 E Leighfield Dr	Meridian	195	2005	accredited	Pub	
Special Purpose	Meridian Technical Charter High School	3800 North Locust Grove	Meridian	199	2000	accredited	Pub	
Special Purpose	Mountain View Alternative High School	7802 W Main St	Rathdrum	100	2007	accredited	Pub	
Special Purpose	Robert Janss School	1299 North Orchard, Suite 110	Boise	205	1982	accredited	Pub	
Special Purpose	Sandpoint Junior Academy	2255 W Pine St	Sandpoint	64	2002	accredited	Ind	SDA
Special Purpose	Sheridan Academy	4948 Kootenai, Suite 206	Boise	13	1997	accredited	Ind	
Special Purpose	Teen Challenge Christian Academy	1846 North Dawn Place	Boise	3	2005	accredited	Ind	
Special Purpose	The Children's Village School	1350 West Hanley	Coeur d'Alene	7	1998	accredited	Ind	
Special Purpose	Northwest Children's Home Treasure Valley Education Center	420 South Park, PO Box 888	Payette	7	2009	provisional	Ind	
Special Purpose	Payette River Regional Technical Academy	721 W. 12th, Suite A	Emmett	183	2010	provisional	Pub	
Special Purpose	Silver Creek High School	1060 Fox Acres Rd.	Hailey	45	2010	provisional	Pub	
Special Purpose	Ekklesia Christian School	2421 W Duck Alley Rd	Eagle	26	2007	warned	Ind	
Supplemental Education	Sylvan Learning Center #2001	2685 Channing Way	Idaho Falls	62	1999	accredited	Ind	
Supplemental Education	Sylvan Learning Center #2005	1810 E Schneidermiller Ave, Suite 240	Post Falls	56	2005	accredited	Ind	

Supplemental Education	The North Fork School	PO Box 1852	McCall	20	2001	accredited	Ind	
Supplemental Education	Sylvan Learning Center #2006	2071 12th Ave. Rd.	Nampa	14	2008	provisional	Ind	

SUBJECT

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

Section 33-118a, Idaho Code

Idaho Administrative Code, IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection

BACKGROUND/DISCUSSION

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and Internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2011, the main adoption cycle is curricular materials in the subject area of Science. Interim clause allows for submissions in the subject areas of Social Studies, Economics, Psychology, Sociology, and Character Education. Annual adoption includes Limited English Proficiency and Computer Applications.

The curricular materials review week was held June 13-17, 2011. Forty-two content area specialists from throughout the state assisted the fourteen standing committee members in the evaluation of the curricular materials.

ATTACHMENTS

Attachment 1 – 2011 Curricular Materials Recommendations Page 3

BOARD ACTION

I move to approve the adoption of curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee, as submitted.

Moved by _____ Seconded by _____ Carried: Yes ___ No ____

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2011 Curricular Materials Recommendations

Curricular Materials Adoption Process



THE IDAHO STATE DEPARTMENT OF EDUCATION TOM LUNA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2011 *Session* called for reviewing curricular materials in the main subject area of Science. Interim clause allows for submissions in the subject areas of Social Studies, Economics, Psychology, Sociology, and Character Education. Annual materials include Computer Applications and Limited English Proficiency.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

Introduction i

CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are consdiered unsuitable for use in their designated subject area.

Schools are required to select curricular materials from the state approved-adoption listings. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear on the Approved Lisitings. Local school boards must approve this request <u>prior</u> to sending it to the Executive Secretary of the Committee. Requests are generally granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee or for old copyrights.

Introduction ii

Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbooks publishers must submit <u>Manufacturing Standards and</u> <u>Specifications for Textbooks</u> (MSST) standards compliance form for each title.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

2011 Science Recommendations Curricular Materials Adoption Introduction iii

Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by Science, social studies, economics, sociology, psychology, character education, limited English proficiency, and computer application specialists from throughout the state, met for one week in June to review and correlate all materials to the Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2011), contracts are mailed to the publishing companies (August 2011). After the return of signed contracts, the listing of newly adopted materials is published by December 1, 2011 in the annual Adoption Guide found on the Internet at: http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm.

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library College of Idaho Caldwell, Idaho

Albertson Library Boise State University Boise, Idaho

David O. McKay Library Brigham Young University-Idaho Rexburg, Idaho

Instructional Materials Center Idaho State University Pocatello, Idaho Curriculum Library Lewis-Clark State College Lewiston, Idaho

Riley Library Northwest Nazarene University Nampa, Idaho

Instructional Materials Technology Ctr University of Idaho Moscow, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

2011 Science Recommendations Curricular Materials Adoption Introduction iv

Idaho STATE CURRICULAR MATERIALS SELECTION COMMITTEE COMMITTEE MEMBERS LIST AS OF JUNE, 2011

Scott Smith Science Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Rodney McConnell State's Institution of Higher Ed College of Education, ED 405B University of Idaho Moscow, ID 83844

Wendy Perry Ruchti State's Institution of Higher Ed Idaho State University Educational Foundations Pocatello, ID 83209

Margaret Chase State's Institution of Higher Ed Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725

Geri Gillespy, Vice Principal Public School Administrators Siena K-8 2870 East Rome Drive Meridian, ID 83333. Dana Bradley Public School Administrators Cassia County School District 237 E. 19th St. Burley, ID 83318

Tara Drexler Elementary Teacher Robert Stuart Middle School 644 Caswell Avenue West Twin Falls, ID 83301-3798

Chris Lyon Private/Parochial School Holy Family Catholic School 3005 W. Kathleen Ave. Coeur d'Alene, ID 83815

Linda Lofaro Coursey State's Institution of Higher Ed Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501

Laree Jansen Parent Representative 3669 North 3200 East Kimberly, ID 83341-5344

Val Fenske Executive Secretary Curriculum & Technology Ctr. 650 West State Street Boise, ID 83702

Patty Silvers Public School Trustee Murtaugh Jt School Dist. 418 PO Box 117 Murtaugh, ID 83344

Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201

Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333

Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607

Emily Perkes PTA Parent Representative 109 South 900 West Blackfoot, ID 83221

2011 Science Recommendations Curricular Materials Adoption Introduction v

2011 Curricular Materials Science Recommendations

Curricular Materials Recommendations - Regular Adoptions

It was moved by <u>Stacey Jensen</u>, seconded by <u>Laree Jansen</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Science materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions

It was moved by **Dana Bradley**, seconded by **Patty Silvers**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations - Interim Adoptions

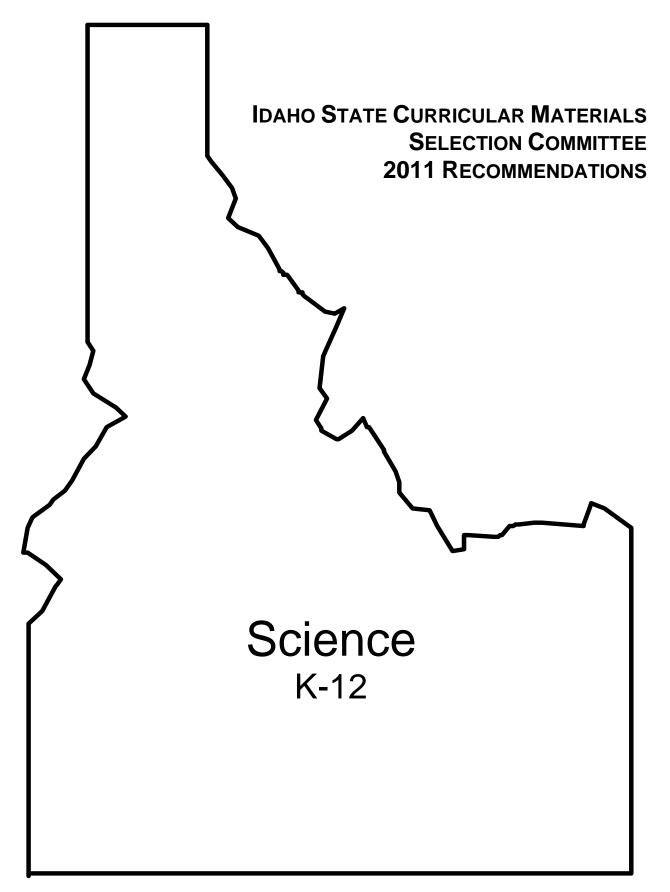
It was moved by <u>Maggie Chase</u>,, seconded by <u>Wendy Ruchti</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of Social Studies, Economics, Psychology Sociology and Character Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by <u>Stacey Jensen</u>, seconded by an <u>Unanimous Vote</u>, and carried to adjourn the meeting on June 17, 2011.

Respectfully submitted, Val Fenske Executive Secretary

2011 Science Recommendations Curricular Materials Adoption Introduction vi



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Carolina Biological	Building Blocks of Science® Digging Earth Materials Unit Kit	Carolina Biological Supply Company	2011	К	9781435008007	R Recommeded w/
	Notes: Recommended as a "Resource Only". Key Features:					Reservations 58%
	Building Blocks of Science® Digging Earth Mate Building Blocks of Science® Discovering Anima	ls Unit Kit	,		9781435008014 9781435008120	
	Building Blocks of Science® Discovering Anima Building Blocks of Science® Patterns All Aroun Building Blocks of Science® Patterns All Aroun	d Unit Kit	•		9781435008137 9781435008069 9781435008076	_
Delta Education	DSM How do we learn? Module (2 classes of 32 students)	Delta Education	2006	К	9781598213096	Highly Recommended as
	Notes: Highly Recommended with 100% correla as a complete set. Recommended as Resource module correlates to 50%. CCSS Correlation of		complete set (See Notes)			
	Key Features: Offers quality, hands-on activity b the respective FOSS and/or DSM kits successfu comprehensive kits are user-friendly for all teach science and those who appreciate more support	Ily engage students in inquiry-ba ners, meeting the needs of both t	sed learning. These	•		
	the respective FOSS and/or DSM kits successfu comprehensive kits are user-friendly for all teach	Ily engage students in inquiry-ba hers, meeting the needs of both t	sed learning. These	•	9781592429158	_
	the respective FOSS and/or DSM kits successfu comprehensive kits are user-friendly for all teach science and those who appreciate more support	Ily engage students in inquiry-ba hers, meeting the needs of both t	sed learning. These	•	9781592429158 9781598210408	(See Notes)
	the respective FOSS and/or DSM kits successfu comprehensive kits are user-friendly for all teach science and those who appreciate more support G-K Physical Science Literacy Big Book-Sorting DSM Observing an Aquarium	Illy engage students in inquiry-baners, meeting the needs of both t , ea Delta Education ation, when all three kindergarter Only, when purchased and user	sed learning. These hose who are at eas 2011 2011 modules are purcha	e teaching K ased and used		(See Notes)
	the respective FOSS and/or DSM kits successfu comprehensive kits are user-friendly for all teach science and those who appreciate more support G-K Physical Science Literacy Big Book-Sorting DSM Observing an Aquarium Module (2 classes of 32 students) Notes: Highly Recommended with 100% correla as a complete set. Recommended as Resource	Illy engage students in inquiry-batters, meeting the needs of both to the second state of both to the second state of the seco	sed learning. These hose who are at eas 2011 modules are purcha d as an individual mo des K-7. The scienc sed learning. These	e teaching K ased and used odules, this e activities in		(See Notes)

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

page 8 of 170

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R=Resource Correlation*	ISBN Number	Grade Level	Copyright	Author	Title of Material	Publisher		
(See Notes)	9781592426263	К	2005	Lowery	FOSS Trees Module (2 classes of 32 students)	Delta Education		
		Notes: Highly Recommended with 100% correlation, when all three kindergarten modules are purchased and used as a complete set. Recommended as Resource Only, when purchased and used as an individual modules, this module correlates to 67%. 18% correlation as a set to CCSS.						
		e	ed learning. These	y engage students in inquiry-bas	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teacher science and those who appreciate more support.			
	9781603959889			'eather & Sky, ea	G-K Earth & Space Systems Literacy Big Book-W G-K Idaho Planning Guide			
	9781609026547							
R Recommended	9781598210446	1	2011	Delta Education	DSM Properties Module (2 classes of 32 students)			
W/ Reservation 40% (See Notes)		Notes: Recommended as a "Resource Only". Cannot be used as core curriculum, program alignment when used as a complete set combining all three modules correlates to 69%. This individual module correlates 40% to state content standards. CCSS correlation of 26% as a complete set.						
(See Notes)		e	ed learning. These	y engage students in inquiry-bas	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.			
	9781592429141			it? Is it moving?, ea	G-1 Physical Science Literacy Big Book-Where is			
R Recommended	9781598218183	1	2009	Lowery	FOSS Insects & Plants Module (2 classes of 32 students)			
W/ Reservation 48% (See Notes)		Notes: Recommended as a "Resource Only". Cannot be used as core curriculum, program alignment when used as a complete set combining all three modules correlates to 69%. This individual module correlates 48% to state content standards. CCSS correlation of 26% as a complete set						
(See notes)	Key Features: Offers quality, hands-on activity based science for students in grades K-7. The science activities in the respective FOSS and/or DSM kits successfully engage students in inquiry-based learning. These comprehensive kits are user-friendly for all teachers, meeting the needs of both those who are at ease teaching science and those who appreciate more support.							
					science and those who appreciate more support.			

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*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Delta Education LLC	FOSS Air & Weather Module (2 classes of 32 students)	Lowery	2005	1	9781592426287	R Recommended		
	Notes: Recommended as a "Resource Only". Ca a complete set combining all three modules correct content standards. CCSS correlation of 26% as	elates to 69%. This individua				W/ Reservations 35% (See Notes)		
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.	lly engage students in inquiry ers, meeting the needs of bo	y-based learning. These	e				
	G-1 Earth & Space Systems Literacy Big Book	-Earth, ea	2011	1	9781592429172			
	G-1 Idaho Planning Guide	-	2011	1	9781609026554			
	FOSS Solids & Liquids Module (2 classes of 32 students)	Lowery	2005	2	9781592426331	Recommended 85%		
	Notes: Core program when used as a complete s "Resource Only" when using this module alone c modules as a complete set.	(See Notes)						
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.							
	G-2 Physical Science Literacy Pack (16 of 1 stud	lent book)			9781609027155			
	FOSS Plants & Animals Module (2 classes of 32 students)	Lowery	2009	2	9781598218152	(See Notes)		
	Notes: Core program when used as a complete s "Resource Only" when using this module alone c modules, as a complete set.							
	the respective FOSS and/or DSM kits successful	Key Features: Offers quality, hands-on activity based science for students in grades K-7. The science activities in the respective FOSS and/or DSM kits successfully engage students in inquiry-based learning. These comprehensive kits are user-friendly for all teachers, meeting the needs of both those who are at ease teaching						
		9781609027162						

2011 Curricular Materials Selection Committee Recommendations

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page 10 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Delta Education LLC	DSM Weather Watching Module (2 classes of 32 students)	Delta Education	2011	2	9781598210507	(See Notes)	
	Notes: Core program when used as a complete set; Correlation of 85% when all three modules are combioned. Recommended as a "Resource Only" when using this module alone correlation is 65% CCSS correlation of 17% when using all three modules as a complete set.						
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.	ly engage students in inquiry-	based learning. These	e			
	G-2 Earth & Space Systems Literacy Pack (16 of	f 1 student book)			9781609027179		
	G-2 Idaho Planning Guide	1	1		9781609026561		
	DSM States of Matter Module (2 classes of 32 students)	Delta Education	2011	3	9781598210538	R 39%	
	Notes: Recommend as "Resource Only". Canno complete set combining all three modules correla standards. CCSS correlation of 6% as a complete		(See Notes)				
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.						
	G-3 Physical Science Literacy Pack (16 of 1 stud	lent book)			9781609027186		
	DSM Food Chains & Webs Module (2 classes of 32 students)	Delta Education	2011	3	9781598210552	R 44%	
	Notes: Recommended as "Resource Only". Can complete set combining all three modules correla standards. CCSS correlation of 6% as a complete		(See Notes)				
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.	ly engage students in inquiry- ers, meeting the needs of both	based learning. These	e			
		9781609027193					

2011 Curricular Materials Selection Committee Recommendations

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page 11 of 170

Science

						Grades K -
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Delta Education	DSM Solar System Module (2 classes of 32 students)	Delta Education	2003	3	9781598210583	R 4%
	Notes: Recommended as "Resource Only". Can complete set combining all three modules correla standards. CCSS correlation of 6% as a complete	tes to 78%. This individual n				(See Notes)
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.	ly engage students in inquiry- ers, meeting the needs of bot	based learning. Thes	е		
	G-3 Earth & Space Systems Literacy Pack (16 of	f 1 student book)			9781609027209	_
	G-3 Idaho Planning Guide	-			9781609026578	
	FOSS Matter & Energy Module (2 classes of 32 students)	Lowery	2009	4	9781598218206	Recommended 89%
	Notes: Core program when used as a complete s Recommended as "Resource Only" when using t using all three modules as a complete set.		(See Notes)			
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.					
	G-4 Physical Science Literacy Pack (16 of 1 stud	lent book)			9781609027216	
	FOSS Structures of Life Module (2 classes of 32 students)	Lowery	2005	4	9781592426409	(See Notes)
	Notes: Core program when used as a complete s Recommended as a "Resource Only" when using when using all three modules as a complete set.					
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teach science and those who appreciate more support.	ly engage students in inquiry- ers, meeting the needs of bot	based learning. Thes	е		
	G-4 Biology Literacy Pack (16 of 1 student book)				9781609027223	-1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 12 of 170

R=Resource Correlation*	ISBN Number	Grade Level	Copyright	Author	Title of Material	Publisher			
(See Notes)	9781598218220	4	2009	Lowery	FOSS Sun, Moon & Stars Module (2 classes of 32 students)	Delta Education			
		Notes: Core program when used as a complete set; combining all three modules correlation of 89%. Recommended as "Resource Only" when using this module alone correlation is 38% CCSS correlation of 25% when using all three modules as a complete set.							
		9	ed learning. These	y engage students in inquiry-ba	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successfull comprehensive kits are user-friendly for all teacher science and those who appreciate more support.				
_	9781609027230			1 student book)	G-4 Earth & Space Systems Literacy Pack (16 of				
	9781609026585		G-4 Idaho Planning Guide						
Recommended 83%	9781592426461	5	2005	Lowery	FOSS Mixtures & Solutions Module (2 classes of 32 students)				
(See Notes)		Notes: Core program when used as a complete set; Correlation of 83% when all three modules are combioned. Recommended as "Resource Only" when using this module alone correlation is 33% CCSS correlation of 66% when using all three modules as a complete set.							
		Key Features: Offers quality, hands-on activity based science for students in grades K-7. The science activities in the respective FOSS and/or DSM kits successfully engage students in inquiry-based learning. These comprehensive kits are user-friendly for all teachers, meeting the needs of both those who are at ease teaching science and those who appreciate more support.							
	9781609027247			lent book)	G-5 Physical Science Literacy Pack (16 of 1 stud				
(See Notes)	9781598218268	5	2009	Lowery	FOSS Living Systems Module (2 classes of 32 students)				
_		ombioned. on of 66% when	7% CCSS correlatio	his module alone correlation is 4	Recommended as "Resource Only" when using the using all three modules as a complete set.				
		on of 66% when e activities in	es K-7. The science ed learning. These	sed science for students in grad y engage students in inquiry-ba					

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

Science Grades K -5

page 14 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Delta Education	DSM Erosion Module (2 classes of 32 students)	Delta Education	2004	5	9781598210668	(See Notes)
	Notes: Core program when used as a complete s Recommended as "Resource Only" when using the correlation of 66% when using all three modules a	his module alone correlation is 45				
	Key Features: Offers quality, hands-on activity ba the respective FOSS and/or DSM kits successful comprehensive kits are user-friendly for all teacher science and those who appreciate more support.	ly engage students in inquiry-bas	ed learning. Thes	e		
	G-5 Earth & Space Systems Literacy Pack (16 ea	ach of 4 student books)			9781609027261	
	G-5 Idaho Planning Guide	9781609026592				
Discovery Education, Inc.	Discovery Education Science Techbook for Idaho (Core Digital Path); Kindergarten View (Adoption Length Subscription)	Curriculum Dev Team Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	К	9781617086731	R 62%
	Notes: Recommended as a "Resource Only". Di additional teacher instruction for alignment.	ffivcult for kindergarten, high read	ding level. Progra	m requires		
	Key Features: Science Techbook for Idaho is a c students in real-world, inquiry-based science. Org with powerful tools for engagement, inquiry, explo- video, audio, text, and interactive experiences, pr different learning styles. Content is continuously of events. Techbook can be used in classrooms with access. For some teachers, the use of digital med how they address teaching and learning. For this development as part of the pricing for the adoptio					
	Full educator and student access to Discovery Ec science Academic and Core Standards	ducation Science Techbook at sc	hool and at home	 address all 		
	Teacher Guides: one per science teacher - up to					
	DVDs; one per science teacher - up to 25 per sci					
	Professional Development will be based on the ni site per building	umber of students for the grade l	evel purchased; u	p to 2 days on-		

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*		
Discovery Education, Inc.	Discovery Education Science Techb (Continued)	ook for Idaho	2011	К				
	Allocations for Professional Development are as Number of Students Per Grade Level Purchased							
	• 1 to 100 students: 1 Three-Hour Webinar S							
	101 to 300 students: 2 Three-Hour Webinar	Series						
	 301 to 500 students:1 On-Site Day of PD 501+ students: 2 On-Site Days of PD 							
	Discovery Education Science Techbook for Idah	o; Teacher Resource Library, Gra	de K (Ancillary)		9781617086885	_		
	Discovery Education Science Techbook for Idah	9781617086984						
	Discovery Education Science Techbook for Idah	9781617086830						
	Discovery Education Science Techbook for Idah	9781617086854						
	Discovery Education Science Techbook for Idah Development (Ancillary)	9781617086878						
	Discovery Education Science Techbook for Idaho (Core Digital	Curriculum Dev Team Fulton, McDonald,	2011	1	9781617086748	R 38%		
	Path); First Grade View (Adoption	Hagan, Cwalina,				30%		
	Length Subscription) Chadwick, Hope							
	č i <i>i</i>							
	Notes: Recommended as a "Resource Only". H for alignment.							
	Key Features: Science Techbook for Idaho is a c students in real-world, inquiry-based science. Or with powerful tools for engagement, inquiry, expl video, audio, text, and interactive experiences, p different learning styles. Content is continuously events. Techbook can be used in classrooms wit access. For some teachers, the use of digital me how they address teaching and learning. For this							
	development as part of the pricing for the adoption Full educator and student access to Discovery E		4					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 15 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery Education, Inc.	Discovery Education Science Techbook for Idaho 2011 1 (Continued)					
	Teacher Guides: one per science teacher - up to DVDs; one per science teacher - up to 25 per sc Professional Development will be based on the num building	chool nber of students for the grade level	purchased; up to 2 da	ays on-site per		
	Allocations for Professional Development are as fol Number of Students Per Grade Level Purchased Level 1 to 100 students: 1 Three-Hour Webinar Serie	evel of PD				
	 101 to 300 students: 2 Three-Hour Webinar S 301 to 500 students: 1 On-Site Day of PD 	eries				
	501+ students: 2 On-Site Days of PD Discovery Education Science Techbook for Idah Discovery Education Science Techbook for Idah	9781617086892 9781617086991	-			
	Discovery Education Science Techbook for Idah Discovery Education Science Techbook for Idah	9781617086830	-			
	Discovery Education Science Techbook for Idah Discovery Education Science Techbook for Idaho; A Development (Ancillary)	9781617086854 9781617086878				
	Discovery Education Science Techbook for Idaho (Core Digital Path); Second Grade View (Adoption Length Subscription);Curriculum Dev Team Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al20112978161708675					R 76%
	Notes: Recommended as a "Resource Only". H for alignment.	ligh reading level. Program requ	ires additional teache	er instruction		
	Key Features: Science Techbook for Idaho is a complete digital science basal resource designed to engage students in real-world, inquiry-based science. Organized by Idaho grade level and unit, Techbook provides teachers with powerful tools for engagement, inquiry, exploration, evaluation and remediation. A variety of digital resources: video, audio, text, and interactive experiences, provide science content while meeting the needs of students with different learning styles. Content is continuously updated to remain current with new scientific discoveries and events. Techbook can be used in classrooms with existing computer access as well as those with expanded student access. For some teachers, the use of digital media as a primary tool for science instruction will require a change in how they address teaching and learning. For this reason, Discovery Education includes extensive professional development as part of the pricing for the adoption.					

*Correlation to Science Standards

Science

				Grade		Grades K -5 R=Resource			
Publisher	Title of Material	Author	Copyright	Level	ISBN Number	Correlation*			
Discovery	Discovery Education Science Techbo			2					
Education, Inc.	Full educator and student access to Discovery Educa Academic and Core Standards	ation Science Techbook at school a	nd at home – addre	ss all science					
	Teacher Guides: one per science teacher - up to	25 per school							
	DVDs; one per science teacher - up to 25 per sch								
	Professional Development will be based on the nullevel purchased; up to 2 days on-site per building	ç							
	Allocations for Professional Development are as follo Number of Students Per Grade Level Purchased Level								
	1 to 100 students: 1 Three-Hour Webinar Series	5							
	• 101 to 300 students: 2 Three-Hour Webinar Ser	ries							
	• 301 to 500 students:1 On-Site Day of PD								
	• 501+ students: 2 On-Site Days of PD	9781617086908							
		Discovery Education Science Techbook for Idaho; Teacher Resource Library, Grade 2 (Ancillary)							
		Discovery Education Science Techbook for Idaho Student Resource Book, Grade 2 (Ancillary)							
	Discovery Education Science Techbook for Idaho;			K-5	9781617086830	_			
	Discovery Education Science Techbook for Idaho; Discovery Education Science Techbook for Idaho; Ac			K-5 K-8	9781617086854 9781617086878	-			
	Development (Ancillary)	aditional Day of On-site (6 hr) Profes	ssional	K-8	9781617086878				
	Discovery Education Science Techbook for Idaho ((Core Digital Path); Third Grade View (Adoption Length Subscription)	<u>Curriculum Dev Team</u> Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	3	9781617086762	R 41%			
	Notes: Recommended as a "Resource Only". Pro Key Features: Science Techbook is a complete d world, inquiry-based science. Organized by Idaho engagement, inquiry, exploration, evaluation and interactive experiences, provide science content w Content is continuously updated to remain current in classrooms with existing computer access as w the use of digital media as a primary tool for scien and learning. For this reason, Includes extensive	ligital science basal resource des level and unit, Provides teachers remediation. A variety of digital re while meeting the needs of studer t with new scientific discoveries a rell as those with expanded stude ice instruction will require a change	igned to engage s with powerful tool esources: video, au nts with different le nd events. Techbo nt access. For son ge in how they add	udents in real- s for udio, text, and arning styles. tok can be used ne teachers, lress teaching					

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page 17 of 170

Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery	Discovery Education Science Techb					
Education, Inc.	Full educator and student access to Discovery Educ Academic and Core Standards					
	Teacher Guides: one per science teacher - up to 25					-
	DVDs; one per science teacher - up to 25 per school Professional Development will be based on the num building	ber of students for the grade level po	urchased; up to 2 da	ays on-site per		
	Allocations for Professional Development are as follo Number of Students Per Grade Level Purchased Lev					
	• 1 to 100 students: 1 Three-Hour Webinar Serie					
	101 to 300 students: 2 Three-Hour Webinar Se					
	301 to 500 students:1 On-Site Day of PD					
	 501+ students: 2 On-Site Days of PD Discovery Education Science Techbook for Idaho; T 	9781617086915				
	Discovery Education Science Techbook for Idaho; S	9781617087011				
		Discovery Education Science Techbook for Idaho; Elementary School DVD K-5 Discovery Education Science Techbook for Idaho; Elementary School Teacher Guide K-5				
	Discovery Education Science Techbook for Idaho; E Discovery Education Science Techbook for Idaho; A	9781617086854 9781617086878	-			
	Development (Ancillary)			K-8		
	Discovery Education Science Techbook for Idaho (Core Digital Path); Fourth Grade View (Adoption Length Subscription)	9781617086779	R 85%			
	O'Brien, et al Notes: Recommended as a "Resource Only". Program requires additional teacher instruction. CCSS correlation of 64%. Key Features: Science Techbook for Idaho is a complete digital science basal resource designed to engage students in real-world, inquiry-based science. Organized by grade level and unit, Provides teachers with powerful tools for engagement, inquiry, exploration, evaluation and remediation. A variety of digital resources: video, audio, text, and interactive experiences, provide science content while meeting the needs of students with different learning styles. Content is continuously updated to remain current with new scientific discoveries and events. Can be used in classrooms with existing computer access as well as those with expanded student access. For some teachers, the use of digital media as a primary tool for science instruction will require a change in how they address teaching and learning. Includes extensive professional development as part of the pricing for the adoption.					

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page 18 of 170

Science

Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery	Discovery Education Science Techb	ook for Idaho (Continued)	2011	4		
Education, Inc.	Full educator and student access to Discovery Educ			ss all science		
	Academic and Core Standards					4
	Teacher Guides: one per science teacher - up to 25 DVDs; one per science teacher - up to 25 per school					-
	Professional Development will be based on the num building		urchased; up to 2 da	ays on-site per		-
	Allocations for Professional Development are as follo Number of Students Per Grade Level Purchased Level	vel of PD				
	1 to 100 students: 1 Three-Hour Webinar Serie	s				
	101 to 300 students: 2 Three-Hour Webinar Set	ries				
	 301 to 500 students:1 On-Site Day of PD 					
	• 501+ students: 2 On-Site Days of PD					
	Discovery Education Science Techbook for Idaho; T	9781617086922]			
	Discovery Education Science Techbook for Idaho; E	9781617086830				
	Discovery Education Science Techbook for Idaho; E	9781617086854	_			
	Discovery Education Science Techbook for Idaho; A Development (Ancillary)	9781617086878 9781617087028	_			
	Discovery Education Science Techbook for Idaho St					
	Discovery Education Science Techbook for Idaho (Core Digital Path); Fifth Grade View (Adoption Length Subscription)	<u>Curriculum Dev Team</u> Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	5	9781617086786	R
	Notes: Recommended as a "Resource Only". Science content is available; however would require teacher's full time for instruction. CCSS correlation of 65%.					
	Key Features: Science Techbook for Idaho is a complete digital science basal resource designed to engage students in real-world, inquiry-based science. Organized by grade level and unit, Provides teachers with powerful tools for engagement, inquiry, exploration, evaluation and remediation. A variety of digital resources: video, audio, text, and interactive experiences, provide science content while meeting the needs of students with different learning styles. Content is continuously updated to remain current with new scientific discoveries and events. Techbook can be used in classrooms with existing computer access as well as those with expanded student access. For some teachers, the use of digital media as a primary tool for science instruction will require a change in how they address teaching and learning. Includes extensive professional development as part of the pricing for the adoption.					

*Correlation to Science Standards

					-	Grades K -5
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery	Discovery Education Science Techbo	ook for Idaho (Continued)	2011	5		
Education, Inc.	Full educator and student access to Discovery Educ Academic and Core Standards			ess all science		
	Teacher Guides: one per science teacher - up to 25					
	DVDs; one per science teacher - up to 25 per school					
	Professional Development will be based on the num building	5 1	urchased; up to 2 c	days on-site per		
	Allocations for Professional Development are as follo Number of Students Per Grade Level Purchased Lev					
	1 to 100 students: 1 Three-Hour Webinar Serie	es				
	101 to 300 students: 2 Three-Hour Webinar Se					
	• 301 to 500 students:1 On-Site Day of PD 501+ students: 2 On-Site Days of PD					
	Discovery Education Science Techbook for Idaho; T	9781617086939				
	Discovery Education Science Techbook for Idaho; S	9781617087035				
	Discovery Education Science Techbook for Idaho; E	9781617086830				
	Discovery Education Science Techbook for Idaho; E	9781617086854				
	Discovery Education Science Techbook for Idaho; A Development (Ancillary)	dditional Day of On-site (6 hr) Profe	ssional	K-8	9781617086878	
Houghton Mifflin Harcourt School Publishers	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext 7-Year Implementation Grade K	Michael DiSpezio, et al	2012	К	9780547566887	Recommended w/ Reservations 71%
	Notes: Recommended with Reservations, weak volumes/grade level). Requires consumable work					
	Key Features: Is a new kind of science program digital native learners will find dynamic Digital Les Program provides hands-on and virtual lab exper Edition print materials promote active learning of Designed to provide students multiple ways to lea students develop inquiry skills through curricula c					
	Houghton Mifflin Harcourt ScienceFusion: Studen Grade K	t Edition Interactive Worktext	2012		9780547367941	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

page 20 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin	Houghton Mifflin Harcourt ScienceFus	sion (Continued)	2012	K		
Harcourt School	Houghton Mifflin Harcourt ScienceFusion: Teacher's Edition Grade K		2012		9780547367958*	
Publishers	Houghton Mifflin Harcourt ScienceFusion: Kinderga	arten Kit	2012		9780547595504*	
ublisher 5	Houghton Mifflin Harcourt ScienceFusion: Big Book	of Vocabulary Grade K	2009		9780547263366*	
	Houghton Mifflin Harcourt ScienceFusion: Big Book	of Songs and Rhymes Grade K	2006		9780153432972*	
	Houghton Mifflin Harcourt ScienceFusion: Songs an	nd Rhymes CD	2002		9780153257704*	
	Houghton Mifflin Harcourt ScienceFusion: Inquiry F	lipchart Grade K	2012		9780547367965*	
	Houghton Mifflin Harcourt ScienceFusion: Picture S	Sorting Cards Grade K	2009		9780547367972*	
	Houghton Mifflin Harcourt ScienceFusion: Vocabula		2009		9780153610493*	
	Houghton Mifflin Harcourt ScienceFusion: Leveled Reader Collection (Set of 1) Grade K		2009		9780153636073*	
	Houghton Mifflin Harcourt ScienceFusion: Leveled Reader Teacher Guide Collection Grade K		2009		9780153743993	
	Houghton Mifflin Harcourt ScienceFusion: Leveled Reader Deluxe Box (5 Pack) Grade K		2009		9780153747151*	
	Houghton Mifflin Harcourt ScienceFusion: Grade Level Equipment Kit Grade K		2012		9780547478173	
	Houghton Mifflin Harcourt ScienceFusion: Consum		2012		9780547478357	
	*Upon request, one per teacher with the purchase	of 50 Student Editions, on an as	needed basis, yea	ar of purchase.		
	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext 7-Year Implementation Grade 1	Michael DiSpezio, et al	2012	1	9780547592213	Recommended w Reservations 62%
	Notes: Recommended with Reservations. Concer consumable workbooks annually. CCSS correlation					
	Key Features: Is a new kind of science program to meets the needs of today's students and teachers. Today's digital native learners will find dynamic Digital Lessons that make your state standards come alive. A complete Lab Program provides hands-on and virtual lab experiences that complement core print and digital paths. Student Edition print materials promote active learning of your state standards through constant interaction with the text. Designed to provide students multiple ways to learn and apply a concept or a skill using inquiry. The program helps students develop inquiry skills through curricula created specifically for digital, print, and hands-on environments.					
	Houghton Mifflin Harcourt ScienceFusion: Student Grade 1		2012	1	9780547577722	
	Houghton Mifflin Harcourt ScienceFusion: Teacher	r Edition Collection Grade 1	2012	1	9780547593340*	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 21 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
loughton Mifflin	Houghton Mifflin Harcourt ScienceFu	usion (Continued)	2012	1		
Harcourt School	Houghton Mifflin Harcourt ScienceFusion: Inquiry Flipchart 6-Pack Grade 1		2012	1	9780547592534*	
Publishers	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	1	9780547592565	
ublishers	Houghton Mifflin Harcourt ScienceFusion: Assess		2012	1	9780547593111*	
	Houghton Mifflin Harcourt ScienceFusion: Levele Grade 1		2009	1	9780153619724*	
	Houghton Mifflin Harcourt ScienceFusion: Levele Collection Grade 1	d Reader Teacher Guide	2009	1	9780153744006	
	Houghton Mifflin Harcourt ScienceFusion: Leveled Readers Deluxe Box (5 Pack) Grade 1		2009	1	9780153747168*	
	Houghton Mifflin Harcourt ScienceFusion: Grade	2012	1	9780547594590		
	Houghton Mifflin Harcourt ScienceFusion: Consu	2012	1	9780547594699		
	*Upon request, one per teacher with the purchase	e of 50 Student Editions, on an as	needed basis, ye	ar of purchase.		
	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext 7-Year Implementation Grade 2	Michael DiSpezio, et al	2012	2	9780547592329	Recommended w/ Reservations 71%
	Notes: Recommended with Reservations. Conce consumable workbooks annually. CCSS correlation					
	Key Features: Is a new kind of science program to meets the needs of today's students and teachers. Today's digital native learners will find dynamic Digital Lessons that make your state standards come alive. A complete Lab Program provides hands-on and virtual lab experiences that complement core print and digital paths. Student Edition print materials promote active learning of your state standards through constant interaction with the text. Designed to provide students multiple ways to learn and apply a concept or a skill using inquiry. The program helps students develop inquiry skills through curricula created specifically for digital, print, and hands-on environments.			complete Lab Student th the text. program helps		
	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext Grade 2		2012	2	9780547588711	
	Houghton Mifflin Harcourt ScienceFusion: Teacher Edition Collection Grade 2		2012	2	9780547593272*	
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	2	9780547592626*	
	Houghton Mifflin Harcourt ScienceFusion: Inquiry	Flipchart Grade 2	2012	2	9780547592640	
	Houghton Mifflin Harcourt ScienceFusion: Assess		2012	2	9780547593128*	
	Houghton Mifflin Harcourt ScienceFusion: Levele Grade 2	d Reader Collection (Set of 1)	2009	2	9780153619731*	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 22 of 170

History/Social Studies, Science and Technical Science, for grades te/common/english/docs/CCSSI_ELA%20Standards.pdf	
TAB 11 Page 26	

2011 Curricular Materials Selection Committee Recommendations
*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers	Houghton Mifflin Harcourt ScienceFu	ision (Continued)	2012	2		
	Houghton Mifflin Harcourt ScienceFusion: Leveler Collection Grade 2	d Reader Teacher Guide	2009	2	9780153744013	
	Houghton Mifflin Harcourt ScienceFusion: Leveler Grade 2	d Readers Deluxe Box (5 Pack)	2009	2	9780153747175*	
	Houghton Mifflin Harcourt ScienceFusion: Grade		2012	2	9780547594620	
	Houghton Mifflin Harcourt ScienceFusion: Consu		2012	2	9780547594774	
	*Upon request, one per teacher with the purchase	e of 50 Student Editions, on an as	needed basis, ye	ear of purchase.		
	Houghton Mifflin Harcourt ScienceFusion: Student Edition	Michael DiSpezio, et al	2012	3	9780547592374	Recommended ware Reservations
	Interactive Worktext 7-Year Implementation Grade 3					67%
	Notes: Recommended with Reservations. Conce consumable workbooks annually. CCSS correlation					
	Key Features: Is a new kind of science program digital native learners will find dynamic Digital Less Program provides hands-on and virtual lab experi Edition print materials promote active learning of Designed to provide students multiple ways to leas students develop inquiry skills through curricula c	ards come alive. // t and digital paths stant interaction w using inquiry. The	A complete Lab . Student vith the text. program helps			
	Houghton Mifflin Harcourt ScienceFusion: Studen Grade 3		2012	3	9780547588742	
	Houghton Mifflin Harcourt ScienceFusion: Teache		2012	3	9780547593203	
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	3	9780547592657*	
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	3	9780547592695	
	Houghton Mifflin Harcourt ScienceFusion: Assessment Guide Grade 3		2012	3	9780547593159*	
	Houghton Mifflin Harcourt ScienceFusion: Leveler Grade 3	2009	3	9780153619748*		
	Houghton Mifflin Harcourt ScienceFusion: Leveler Collection Grade 3	d Reader Teacher Guide	2009	3	9780153744020	

Science

page 23 of 170

Science	
Grades K -5	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Houghton Mifflin	Houghton Mifflin Harcourt ScienceFu	ision (Continued)	2012	3					
Harcourt School Publishers	Houghton Mifflin Harcourt ScienceFusion: Leveled Grade 3		2009	3	9780153747182*				
Fublishers	Houghton Mifflin Harcourt ScienceFusion: Grade	Level Equipment Kit Grade 3	2012	3	9780547594651				
	Houghton Mifflin Harcourt ScienceFusion: Consur	mable Replacement Kit Grade 3	2012	3	9780547594736				
	*Upon request, one per teacher with the purchase	e of 50 Student Editions, on an as	needed basis, ye	ar of purchase.					
	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext 7-Year Implementation Grade 4	Michael DiSpezio, et al	2012	4	9780547592275	Recommended w/ Reservations 78%			
	Notes: Recommended with Reservations. Conce consumable workbooks annually. CCSS correlation								
	Key Features: Is a new kind of science program to digital native learners will find dynamic Digital Less Program provides hands-on and virtual lab experi Edition print materials promote active learning of Designed to provide students multiple ways to leas students develop inquiry skills through curricula c	A complete Lab Student ith the text. program helps							
	Houghton Mifflin Harcourt ScienceFusion: Studen Grade 4	t Edition Interactive Worktext	2012	4	9780547588759				
	Houghton Mifflin Harcourt ScienceFusion: Teache	er Edition Collection Grade 4	2012	4	9780547593234*				
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012 4 9780547592688*		9780547592688*				
	Houghton Mifflin Harcourt ScienceFusion: Inquiry Flipchart Grade 4		2012	4	9780547593135				
			2012	4	9780547593104*				
	Houghton Mifflin Harcourt ScienceFusion: Leveled Grade 4	, , , , , , , , , , , , , , , , , , ,	2009	4	9780153619755*				
	Houghton Mifflin Harcourt ScienceFusion: Leveler Collection Grade 4	d Reader Teacher Guide	2009	4	9780153744037				
	Houghton Mifflin Harcourt ScienceFusion: Leveler Grade 4	d Readers Deluxe Box (5 Pack)	2009	4	9780153747199*				
	Houghton Mifflin Harcourt ScienceFusion: Grade	Level Equipment Kit Grade 4	2012	4	9780547594682	7			
	Houghton Mifflin Harcourt ScienceFusion: Consur	mable Replacement Kit Grade 4	2012	4	9780547594767				
	*Upon request, one per teacher with the purchase	e of 50 Student Editions, on an as	needed basis, ye	ar of purchase.					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 24 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Houghton Mifflin Harcourt School Publishers	Houghton Mifflin Harcourt ScienceFusion: Student Edition Interactive Worktext 7-Year Implementation Grade 5	Michael DiSpezio, et al	2012	5	9780547592404	Recommended 96%
	Notes: Recommended with Reservations. Conce consumable workbooks annually. CCSS correlation		volumes/grade lev	vel). Requires		
	Key Features: Is a new kind of science program t digital native learners will find dynamic Digital Les Program provides hands-on and virtual lab experie Edition print materials promote active learning of y Designed to provide students multiple ways to lea students develop inquiry skills through curricula cr	sons that make your state standa ences that complement core print your state standards through cons rn and apply a concept or a skill o	ands come alive. A and digital paths. stant interaction wi using inquiry. The	Student Student ith the text. program helps		
	Houghton Mifflin Harcourt ScienceFusion: Studen Collection Grade 5	t Edition Interactive Worktext	2012	5	9780547589428	
	Houghton Mifflin Harcourt ScienceFusion: Teache	r Edition Collection Grade 5	2012	5	9780547593364	-
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	5	9780547592701*	-
	Houghton Mifflin Harcourt ScienceFusion: Inquiry		2012	5	9780547593180	-
	Houghton Mifflin Harcourt ScienceFusion: Assess		2012	5	9780547593296*	-
	Houghton Mifflin Harcourt ScienceFusion: Leveled Grade 5		2009	5	9780153619762*	_
	Houghton Mifflin Harcourt ScienceFusion: Leveled Collection Grade 5	Reader Teacher Guide	2009	5	9780153744044	
	Houghton Mifflin Harcourt ScienceFusion: Leveled Grade 5	Readers Deluxe Box (5 Pack)	2009	5	9780153747205*	
	Houghton Mifflin Harcourt ScienceFusion: Grade I	_evel Equipment Kit Grade 5	2012	5	9780547594705	
	Houghton Mifflin Harcourt ScienceFusion: Consur		2012	5	9780547594729	
	Houghton Mifflin Harcourt ScienceFusion: Safety		2012	K-8	9780547519722	
	*Upon request, one per teacher with the purchase					

2011 Curricular Materials Selection Committee Recommendations

page 25 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Science A Closer Look: Activity Book (included in the K.Learning System)	Hackett, Moyer, Vasquez, et.al	2011	K	9780022861476	83%
	Notes: Requires teacher editions and flip chart for Key Features: Is a complete and comprehensiv science concepts through a BALANCED approa elementary school students is taught through a c appropriate content introduction.	e elementary science program ch to instruction. The developr	that builds a strong un ment of science unders	nderstanding of standing for		
	Science A Closer Look: Teacher Edition (include	9780022879754	-			
	Kindergarten Learning System	9780022886363				
	TeacherWorks [™] Plus Online 6-yr	9780022887162				
	TeacherWorks [™] Plus Online 1-yr	9780022887155				
	Leveled Reader Libraries (1 each per title)	9780022841614	-			
	Science Resource Book (included in the K.Le	9780022849962				
	Vocabulary Cards (included in the K.Learning	9780022861469				
	Photo Sorting Cards (included in the K.Learn	ing System)			9780022852542	
	Literature Big Books (6-volume set) (included	in the K.Learning System)			9780022852696	
	A to Z Activity Book (included in the K.Learni	9780022840235				
	Floor Puzzles – Life Science				9780022840525	
	Floor Puzzles – Earth Science		9780022840532			
	Floor Puzzles – Physical Science	9780022840549	-			
	Grade-Level Deluxe Equipment Kit				9780022853327	
	Demonstration Kit				9780022853396]
	Grab 'n Go Activity Centers				9780022863692	7
	Consumable Kits				9780022853402]
	TeacherWorks [™] Plus CD-ROM (included in	the K.Learning System)			9780022081218]
	Science Songs Audio CD				9780022836955	1
	Science A Closer Look: Teacher's Desk Referer	9780022842253				
	Human Body Book, Student Edition K-2	9780022880217				
	Human Body Book, Student Edition 3-4			3-4	9780022880224	-
	Human Body Book, Student Edition 5-6			5-6	9780022880231	
	Human Body Book, Teacher Guide K-6			K-6	9780022880255	
	Technology A Closer Look, Student Edition K-2			K-2	9780022861230	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 26 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*
McGraw-Hill	Science A Closer Look: Activity Boo K.Learning System) (Continued)	ok (included in the	2011	К		
	Technology A Closer Look, Student Edition 3-4		•	3-4	9780022859497	1
	Technology A Closer Look, Student Edition 5-6			5-6	9780022859503	
	Technology A Closer Look, Teacher Guide K-6			K-6	9780022861186	
	Science on the Go			K-1	9780022840860	
	Classroom Inquiry Took Kit			K-6	9780022850876	
	Activity Management System			K-6	9780022835880	
	Science A Closer Look: Student Edition, Grade 1	Hackett, Moyer, Vasquez, et.al	2011	1	9780022880057	77%
	Notes: Requires teacher editions for program im Key Features:					
	Science A Closer Look: Teacher Edition (3 Volu	1	9780022886448	1		
	StudentWorks™ CD-ROM, Grade 1				9780022081140	1
	StudentWorks [™] Plus Online 6-yr, Grade 1 (Free 1:1 Student Editions Purchased)				9780022887896	1
	StudentWorks™ Plus Online 1-yr, Grade 1				9780022887889	1
	TeacherWorks [™] Plus Online 6-yr (Free 1:25 Student Editions Purchased)				9780022887186	1
	TeacherWorks™ Plus Online 1-yr	1	9780022887179	1		
	Teacher Resource Package (Free 1:25 Stud	ent Editions Purchased)	1	9780022886370	1	
	(included in TCR) TeacherWorks™ Plus CD	1	9780022081225			
	(included in TCR) Classroom Presentation T	1	9780022851828			
	(included in TCR) Reading and Writing, Tead	1	9780022840563			
	(included in TCR) Activity Lab Book, Teacher		1	9780022840358		
	(included in TCR) Math			1	9780022840013	
	(included in TCR) Visual Literacy			1	9780022841089	
	(included in TCR) Assessment					7
	(included in TCR) ELL Teacher Guide			1	9780022845612	7
	(included in TCR) Transparencies for Visual Literacy				9780022841546]
	(included in TCR) School to Home Activities				9780022840792]
	(included in TCR) Pocket Science Activities:	Science Projects for the Prima	ry Classroom	1-2	9780022840242]
	Leveled Reader Libraries (1 each per title)			1	9780022841638]
	Leveled Reader Teacher Guide			1	9780022852610]
	Reading and Writing, Student Edition			1	9780022840716	

2011 Curricular Materials Selection Committee Recommendations

page 27 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*
McGraw-Hill	Science A Closer Look: (Continued)		2011	1		
	Reading Essentials (Free 1:25 Student Editi	ons Purchased)		1	9780022881528	1
	Activity Lab Book, Student Edition (Free 1:2	5 Student Editions Purchased)		1	9780022840082	
	Activity Flipchart			1	9780022841423	
	Vocabulary Cards (Free 1:25 Student Edition	ns Purchased)		1	9780022842277	
	Key Concept Cards			1	9780022841751	1
	Photo Sorting Cards			1	9780022852559	7
	Unit Big Books (4 Units)			1	9780022886516	7
	Literature Big Books (3-volume set)			1	9780022852719	7
	Grade-Level Deluxe Equipment Kit			1	9780022853259	1
	Demonstration Kit			1	9780022853334	7
	Grab 'n Go Activity Centers			1	9780022863708	
	Explore Activity Kit			1	9780022863487	
	Consumable Kits			1	9780022853419	
	Science Activity DVD (Free 1:25 Student Editions Purchased)			1	9780022851743	
	Science Songs Audio CD (Free 1:25 Student Editions Purchased)			1	9780022849290	
	Vocabulary PuzzleMaker CD-ROM (Free 1:2	Vocabulary PuzzleMaker CD-ROM (Free 1:25 Student Editions Purchased)				
	Operation: Science Quest CD-ROM (Free 1:25 Student Editions Purchased)				9780022849214	
	Science Fair Handbook				9780022852580	
	ExamView® Assessment Suite CD-ROM v6 (Fr	ee 1:25 Student Editions Purch	ased)	1-6	9780022881368	
	Science A Closer Look: Student Edition, Grade 2	Hackett, Moyer, Vasquez, et.al	2011	2	9780022880064	94%
	Notes: Requires teacher editions for program im Key Features:					
	Science A Closer Look: Teacher Edition (3 Volu	Science A Closer Look: Teacher Edition (3 Volume Set) (Free 1:25 Student Editions Purchased)				
	StudentWorks™ CD-ROM, Grade 2				9780022081157	7
	StudentWorks™ Plus Online 6-yr, Grade 2 (Free 1:1 Student Editions Purchased)				9780022887926	
	StudentWorks™ Plus Online 1-yr, Grade 2				9780022887919]
	TeacherWorks™ Plus Online 6-yr (Free 1:25 Student Editions Purchased)				9780022887216]
	TeacherWorks [™] Plus Online 1-yr]
	Teacher Resource Package (Free 1:25 Stud				9780022886387]
	(included in TCR) TeacherWorks™ Plus CD	-ROM			9780022081232]
	(included in TCR) Classroom Presentation T	oolkit CD-ROM			9780022851835	7

2011 Curricular Materials Selection Committee Recommendations

page 28 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Science A Closer Look: (Continued)		2011	2		
	(included in TCR) Reading and Writing, Teacher	Guide			9780022840570	
	(included in TCR) Activity Lab Book, Teacher Gu	iide			9780022840365	
	(included in TCR) Math				9780022840020	
	(included in TCR) Visual Literacy				9780022841096	
	(included in TCR) Assessment				9780022840174	
	(included in TCR) ELL Teacher Guide				9780022845629	
	(included in TCR) Transparencies for Visual Lite	racy			9780022841553	
	(included in TCR) School to Home Activities				9780022840808	
	Leveled Reader Libraries (1 each per title)	Leveled Reader Libraries (1 each per title)				
	Leveled Reader Teacher Guide	9780022852627				
	Reading and Writing, Student Edition	9780022840723				
	Reading Essentials (Free 1:25 Student Editions	9780022881535				
	Activity Lab Book, Student Edition (Free 1:25 St	9780022840099				
	Activity Flipchart	9780022841430				
	Vocabulary Cards (Free 1:25 Student Editions P	9780022842284				
	Key Concept Cards				9780022841768	
	Photo Sorting Cards		9780022852566			
	Unit Big Books (4 Units)	9780022886523				
	Literature Big Books (3-volume set)	9780022852726				
	Grade-Level Deluxe Equipment Kit	9780022853266				
	Demonstration Kit	9780022853341				
	Grab 'n Go Activity Centers		9780022863715			
	Explore Activity Kit		9780022863494			
	Consumable Kits				9780022853426	
	Science Activity DVD (Free 1:25 Student Edition	s Purchased)			9780022851750	
	Science Songs Audio CD (Free 1:25 Student Ed	litions Purchased)			9780022849313	
	Vocabulary PuzzleMaker CD-ROM (Free 1:25 S		9780022851897			
	Operation: Science Quest CD-ROM (Free 1:25 S		9780022849221			

2011 Curricular Materials Selection Committee Recommendations

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page 29 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Science A Closer Look: Student Edition, Grade 3	Hackett, Moyer, Vasquez, et.al	2011	3	9780022880071	Recommend w/ Reservations 75%
	Notes: Requires teacher editions for program in Key Features:	•				
	Science A Closer Look: Teacher Edition (3 Volu	me Set) (Free 1:25 Student Ed	litions Purchased)		9780022886462	
	StudentWorks [™] CD-ROM, Grade 3				9780022081164	
	StudentWorks™ Plus Online 6-yr, Grade 3 (Free 1:1 Student Editions Purc	hased)		9780022887940	
	StudentWorks [™] Plus Online 1-yr, Grade 3				9780022887933	
	TeacherWorks [™] Plus Online 6-yr (Free 1:25	9780022887230				
	TeacherWorks [™] Plus Online 1-yr	9780022887223				
	Teacher Resource Package (Free 1:25 Stud	9780022886394				
	(included in TCR) TeacherWorks™ Plus CE	9780022081246				
	(included in TCR) Classroom Presentation T	9780022851842				
	(included in TCR) Reading and Writing, Tea	9780022840587				
	(included in TCR) Activity Lab Book, Teacher	9780022840372				
	(included in TCR) Math	9780022840037				
	(included in TCR) Visual Literacy	9780022841119				
	(included in TCR) Assessment	9780022840181				
	(included in TCR) ELL Teacher Guide	9780022845636				
	(included in TCR) Transparencies for Visual	9780022841560				
	(included in TCR) School to Home Activities	9780022840815				
	Leveled Reader Libraries (1 each per title)	9780022841676				
	Leveled Reader Teacher Guide				9780022852634	
	Reading and Writing, Student Edition				9780022840730	
	Reading Essentials (Free 1:25 Student Editi	9780022881542				
	Activity Lab Book, Student Edition (Free 1.2)	9780022840112				
	Activity Flipchart	9780022841447				
	Vocabulary Cards (Free 1:25 Student Edition	9780022842291				
	Key Concept Cards	,			9780022841775	
	Grade-Level Deluxe Equipment Kit				9780022853273	
	Demonstration Kit				9780022853358	
	Grab 'n Go Activity Centers				9780022863722	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 30 of 170

Science

	Gra								
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
McGraw-Hill	Science A Closer Look: (Continued)		2011	3					
	Explore Activity Kit				9780022863517	1			
	Consumable Kits				9780022853433	7			
	Science Activity DVD (Free 1:25 Student Ed	itions Purchased)			9780022851767				
	Vocabulary PuzzleMaker CD-ROM (Free 1:2				9780022851910				
	Operation: Science Quest CD-ROM (Free 1.	25 Student Editions Purchased	d)		9780022849238				
	Science A Closer Look: Student Edition, Grade 4	Hackett, Moyer, Vasquez, et.al	2011	4	9780022880088	85			
	Notes: Requires teacher editions for program in	plementation. CCSS correlation	on of 90%.						
	Key Features:			_					
	Science A Closer Look: Teacher Edition (3 Volume Set) (Free 1:25 Student Editions Purchased)			4	9780022886479	_			
	StudentWorks™ CD-ROM, Grade 4				9780022081171	-			
	StudentWorks™ Plus Online 6-yr, Grade 4 (Free 1:1 Student Editions Purchased)				9780022887964	_			
	StudentWorks™ Plus Online 1-yr, Grade 4	- Otudant Editional Dumaharadi	4	9780022887957	-				
	TeacherWorks [™] Plus Online 6-yr <i>(Free 1:25)</i> TeacherWorks [™] Plus Online 1-yr	Student Editions Purchased)	4	9780022887254 9780022887247					
	Teacher Resource Package (Free 1:25 Stud	lant Editions Durahagad)		4	9780022886417	-			
	(included in TCR) TeacherWorks™ Plus CE			4	9780022081256	_			
	(included in TCR) Classroom Presentation T		4	9780022851859	-				
	(included in TCR) Reading and Writing, Tea		4	9780022840594					
	(included in TCR)Activity Lab Book, Teacher Guide				9780022840389	-			
	(included in TCR)Activity Lab Book, Teacher Guide			4	9780022840044	-			
	(included in TCR)Visual Literacy			4	9780022841126	-			
	(included in TCR)Assessment			4	9780022840198				
	(included in TCR) ELL Teacher Guide			4	9780022845643	-			
	(included in TCR) Transparencies for Visual	Literacy		4	9780022841577	-			
	(included in TCR)School to Home Activities			4	9780022840822	-			
	Leveled Reader Libraries (1 each per title)			4	9780022841690	1			
	Leveled Reader Teacher Guide				9780022852641	1			
	Reading and Writing, Student Edition			4	9780022840747	-			
	Reading Essentials (Free 1:25 Student Editi	ons Purchased)		4	9780022881559				
	Activity Lab Book, Student Edition (Free 1:2)			4	9780022840129				
	Activity Flipchart			4	9780022841454	7			

2011 Curricular Materials Selection Committee Recommendations

page 31 of 170

*Correlation to Science Standards

		1				Grades K -5
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Science A Closer Look: (Continued)		2011	4		
	Vocabulary Cards (Free 1:25 Student Editions	s Purchased)		4	9780022842314	
	Key Concept Cards	ł		4	9780022841782	
	Grade-Level Deluxe Equipment Kit			4	9780022853280	
	Demonstration Kit			4	9780022853365	
	Grab 'n Go Activity Centers			4	9780022863739	
	Explore Activity Kit			4	9780022863524	
	Consumable Kits			4	9780022853440	
	Science Activity DVD (Free 1:25 Student Edit	ions Purchased)		4	9780022851774	
	Vocabulary PuzzleMaker CD-ROM (Free 1:25	4	9780022851927			
	Operation: Science Quest CD-ROM (Free 1:2	4	9780022849245			
	Sally Ride Science Reader Libraries (Grades 4-6	4-6	9780022853778			
	Sally Ride Science Reader Libraries (Grades 4-6	4-6	9780022837129			
	Sally Ride Science Reader Libraries (Grades 4-6) Totally Amazing Careers (1 each per title)				9780022853761	
	Sally Ride Science Reader Libraries (Grades 4-6) Totally Amazing Careers (6 ea	4-6	9780022837112		
	Science A Closer Look: Student Edition, Grade 5	Hackett, Moyer, Vasquez, et.al	2011	5	9780022880095	Highly Recommend 96%
	Notes: Requires teacher editions for program imp Key Features:					
	Science A Closer Look: Teacher Edition (3 Volum	ne Set) (Free 1.25 Student Editi	ons Purchased)		9780022886486	-
	StudentWorks [™] CD-ROM, Grade 5				9780022081188	-
	StudentWorks [™] Plus Online 6-yr, Grade 5 (F	9780022887988	-			
	StudentWorks [™] Plus Online 1-yr, Grade 5				9780022887971	
	TeacherWorks™ Plus Online 6-yr (Free 1:25	Student Editions Purchased)			9780022887278	
	TeacherWorks™ Plus Online 1-yr				9780022887261	
	Teacher Resource Package (Free 1:25 Stude	nt Editions Purchased)			9780022886424	
	(included in TCR) TeacherWorks™ Plus CD-				9780022081263	
	(included in TCR) Classroom Presentation To				9780022851866	
	(included in TCR) Reading and Writing, Teach	ner Guide			9780022840617]
	(included in TCR) Activity Lab Book, Teacher	Guide			9780022840396]
	(included in TCR) Math				9780022840051	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 32 of 170

page 33 of 170

ATTACHMENT 1

Science

						Grades K -	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
McGraw-Hill	Science A Closer Look: (Continued)		2011	5			
	(included in TCR) Visual Literacy						
	(included in TCR) Assessment				9780022840211		
	(included in TCR) ELL Teacher Guide				9780022845650		
	(included in TCR) Transparencies for Visual	_iteracy			9780022841584		
	(included in TCR) School to Home Activities				9780022840839		
	Leveled Reader Libraries (1 each per title)				9780022841713		
	Leveled Reader Teacher Guide				9780022852658		
	Reading and Writing, Student Edition				978002840754		
	Reading Essentials (Free 1:25 Student Edition				9780022881566		
	Activity Lab Book, Student Edition (Free 1:25	9780022840136					
	Activity Flipchart	9780022841461					
	Vocabulary Cards (Free 1:25 Student Edition	9780022842321					
	Key Concept Cards	9780022841799					
	Grade-Level Deluxe Equipment Kit	9780022853297					
	Demonstration Kit	9780022853372					
	Grab 'n Go Activity Centers	Grab 'n Go Activity Centers					
	Explore Activity Kit	Explore Activity Kit					
	Consumable Kits	9780022853457					
	Science Activity DVD (Free 1:25 Student Edi	9780022851781					
	Vocabulary PuzzleMaker CD-ROM (Free 1:2	9780022851934					
	Operation: Science Quest CD-ROM (Free 1:	9780022849252					
Hampton-Brown Company LLC	Kindergarten Science Methods and Process Skills Big Book Condition	Bell, etal	2010	К	9780736272544	Recommend w/ Reservations	
d/b/a National	of free item: 1 free per teacher per					71%	
Geographic	classroom set purchased.					11/0	
School Publishing &	Notes: Requires teacher editions for program im requires supplementation for standards K.S.1.4.						
Hampton Brown	Key Features:						
	Kindergarten Science Methods and Process Ski classroom set purchased.	Kindergarten Science Methods and Process Skills Teacher's Guide Condition of free item: 1 free per teacher per					
	Primary (Grades K–2) Science Inquiry Safety Ki				9780736273831		
	Life Science Classroom Set: Animals and Plants	;			9780736273053		

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
	Kindergarten Science Methods and Pro	ocess Skills Big Book	2010	К		
Company LLC	(Continued)	0				
l/b/a National	Animals in Africa 8pack		9780736273084	1		
eographic	Animals in the Arctic 8pack				9780736273091	-
	Animals in Australia 8pack				9780736273107	
chool	Plants in a Flower Garden 8pack				9780736273114	
ublishing &	Plants on a Farm 8pack				9780736273121	
ampton Brown	Plants in a Forest 8pack	9780736273138				
-	What Animal Is It? 8pack				9780736273145	
	What Parts Do Animals Have? 8pack	9780736273152				
	Guess the Animal 8pack	9780736273169				
	A Rainbow of Flowers 8pack	9780736273176				
	Mmm! 8pack	9780736273183				
	Different Trees 8pack	9780736273190				
	Animals Big Ideas Big Book	9780736268547				
	Plants Big Ideas Big Book	9780736268592				
	Life Science Inquiry Big Book				9780736268691	
	Write About Life Science Adult and Baby Animals B	9780736268585				
	Life Science Teacher's Edition	9780736269148				
	Life Science Learning Masters	9780736272513				
	Life Science Big Ideas & Vocabulary Cards	9780736268783				
	Life Science Assessment Handbook	9780736269179				
	Life Science: Animals and Plants Science Inquiry Ki	9780736273626				
	Life Science: Animals and Plants Science Inquiry Ki				9780736273886	
	Earth Science Classroom Set: Day and Night/Weath	ner and Seasons			9780736273060	
	Day and Night in the City 8pack				9780736273206	
	Day and Night in the Woods 8pack	9780736273213				
	Day and Night on a Farm 8pack	9780736273220				
	People Work in All Kinds of Weather 8pack	9780736273237				
	People Play in All Kinds of Weather 8pack				9780736273244	
	People Travel in All Kinds of Weather 8pack				9780736273251	
	Daytime and Nighttime 8pack				9780736273268	
	Bright At Night 8pack				9780736273275	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 34 of 170

Science

Publisher	Title of Material Author	Copyri	ant	Grade	ISBN Number	Grades K R=Resource
			-	Level		Correlation*
Hampton-Brown	Kindergarten Science Methods and Process Skills Big	g Book 2010		Κ		
Company LLC	(Continued)					
d/b/a National	Working in Snowy Weather 8pack				9780736273299	1
Geographic	Weather Fun 8pack				9780736273305	-
School	Weather on a Trip 8pack				9780736273312	7
	Day and Night Big Ideas Big Book				9780736268646	7
Publishing &	Weather and Seasons Big Ideas Big Book				9780736272483	
Hampton Brown	Earth Science Inquiry Big Book				9780736268707	
	Write About Earth Science Summer Is the Best! Big Book				9780736268639	
	Earth Science Teacher's Edition				9780736269155	
	Earth Science Learning Masters	9780736272520	7			
	Earth Science Big Ideas & Vocabulary Cards	9780736268837				
	Earth Science Assessment Handbook	9780736269186	7			
	Earth Science: Day and Night/Weather & Seasons Science Inquiry Kit	9780736273633	7			
	Earth Science: Day and Night/Weather & Seasons Science Inquiry Kit C	9780736273893				
	Physical Science Classroom Set: How Things Move/Observing Objects	9780736273077				
	Vehicles Push and Pull 8pack				9780736273329	
	People Push and Pull 8pack				9780736273336	
	Animals Push and Pull 8pack	9780736273343				
	Objects at a Party 8pack	9780736273350				
	Objects at a Fair 8pack	9780736273367				
	Objects at a Park 8pack	9780736273374				
	Toys to Push and Pull 8pack	9780736273381				
	Push and Pull Faces 8pack				9780736273398	
	What Can Pull Wagons? 8pack				9780736273404	
	Pizza Party 8pack				9780736273411	
	What Is Red? 8pack				9780736273428	
	Pack a Picnic 8pack	9780736273435				
	How Things Move Big Ideas Big Book				9780736272490	
	Observing Objects Big Ideas Big Book		9780736272506			
	Physical Science Inquiry Big Book				9780736268714	
	Write About Physical Science How to Make Maracas Big Book				9780736268684	
	Physical Science Teacher's Edition				9780736269162	
	Physical Science Learning Masters				9780736272537	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 35 of 170

Science

						Grades K -
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown Company LLC	Kindergarten Science Methods and F (Continued)	Process Skills Big Book	2010	К		
d/b/a National	Physical Science Big Ideas & Vocabulary Cards				9780736268882	-
Geographic	Physical Science Assessment Handbook				9780736269193	
School	Physical Science: How Things Move & Observing				9780736273640	
Publishing &	Physical Science: How Things Move & Observing	Objects Science Inquiry Kit Con	sumables Refill		9780736273909	
Hampton Brown	Grade 1 Science Methods & Process Skills Big Book Condition	Bell, etal	2010	1- 2	9780736262231	Grade 1 = 84%
	of free item: 1 free per teacher per					
	classroom set purchased. Grade 1 Science Methods & Process Skills Teach classroom set purchased.	9780736272681	-			
	Notes: Requires twelve manuals for grades 1-2. Correlations are to teacher editions. Requires big using supplemental readers. Key Features:					
	Grade 2 Science Methods & Process Skills Big Book Condition of free item: 1 free per teacher per classroom set purchased.	Bell, etal	2010	1-2	9780736268035	Grade 2 = 82%
	Grade 2 Science Methods & Process Skills Teach classroom set purchased.	9780736272698				
	Notes: Requires twelve manuals for grades 1-2. Correlations are to teacher editions. Requires big when using supplemental readers.					
	Key Features:					
	Primary (Grades K–2) Science Inquiry Safety Kit	9780736273831	-			
	Science ExamView® CDROM, Grades 12				9780736273015	1
	Living Things Classroom Set				9780736265782	7
	Living Things Big Ideas 8pack				9780736261975	1
	Living Things Science Inquiry Book 8pack				9780736273442	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 36 of 170

Science Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown	Grade 1-and Grade 2 Science Method	ls & Process Skills Big	2010	1-2		
Company LLC	Book (Continued)	U				
d/b/a National	A Wolf's World 8pack				9780736261982	
Geographic	An Elephant's World 8pack				9780736261999	
School	An Alligator's World 8pack				9780736262002	7
	Do Wolf Pups Need a Babysitter? 8pack				9780736262019	
Publishing &	The Baobab and the Elephant 8pack				9780736262026	
Hampton Brown	The Muddy Dragon 8pack	9780736262033				
	Living Things Teacher's Edition	9780736263801				
	Living Things Big Ideas Big Book		9780736255066	7		
	Write About Living Things Wild Animals in the City	9780736255141				
	Living Things Learning Masters	9780736272568				
	Living Things Big Ideas & Vocabulary Cards	9780736262361				
	Living Things Assessment Handbook	9780736263924				
	Living Things (2 box set) Science Inquiry Kit				9780736273657	
	Living Things Science Inquiry Kit Consumables Re	əfill			9780736273916	
	Plants and Animals Classroom Set				9780736265843	
	Plants and Animals Big Ideas 8pack	9780736265300				
	Plants and Animals Science Inquiry Book 8pack	9780736273459				
	Water Lilies and Bullfrogs 8pack	9780736265317	_			
	Saguaro Cacti and Elf Owls 8pack	9780736265324	_			
	Oak Trees and WhiteTailed Deer 8pack	9780736265331	_			
	The Giant Water Lily 8pack	9780736265348	_			
	The Cactus Name Game 8pack				9780736265355	_
	Trees, Seeds, and Leaves 8pack				9780736265362	_
	Plants and Animals Teacher's Edition	1			9780736263863	
	Plants and Animals Big Ideas Big Book				9780736255561	
	Write About Plants and Animals Plants We Eat Big	g Book			9780736255646	
	Plants and Animals Learning Masters				9780736272582	4
	Plants and Animals Big Ideas & Vocabulary Cards	6			9780736262729	4
	Plants and Animals Assessment Handbook				9780736263986	4
	Plants and Animals Science Inquiry Kit				9780736273664	4
l	Plants and Animals Science Inquiry Kit Consumat	oles Refill			9780736273923	4
	Habitats Classroom Set				9780736265799	

2011 Curricular Materials Selection Committee Recommendations

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page 37 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Hampton-Brown	Grade 1-and Grade 2 Science Methods & Proc	ess Skills Big	2010	1-2			
Company LLC	Book (Continued)				0700700004007		
l/b/a National	Habitats Big Ideas 8pack				9780736264907		
Geographic	Habitats Science Inquiry Book 8pack				9780736273503	-	
School	At Home in the Prairie 8pack				9780736264914	_	
Publishing &	At Home in the Ocean 8pack9780736264921At Home in the Desert 8pack9780736264938						
lampton Brown	What Are They Good For? 8pack	9780736264938 9780736264945	-				
	Watch Out! 8pack	9780736264945	-				
	Eat or Be Eaten 8pack	9780736264969	-				
	Habitats Teacher's Edition		-				
		9780736263818	-				
	Habitats Big Ideas Big Book	9780736253666	_				
	Write About Habitats A Coyote in the City Big Book	9780736253741					
	Habitats Learning Masters	9780736272599					
	Habitats Big Ideas & Vocabulary Cards	9780736262422					
	Habitats Assessment Handbook	9780736263931	-				
	Habitats Science Inquiry Kit 9780736273718						
	Habitats Science Inquiry Kit Consumables Refill 9780736273978						
	Life Cycles Classroom Set	9780736265867					
	Life Cycles Big Ideas 8pack	9780736265386	_				
	Life Cycles Science Inquiry Book 8pack Life by a Bay 8pack	9780736273510 9780736265393	-				
	Life in a Garden 8pack	9780736265409	-				
	Life in a Forest 8pack				9780736265416	-	
	Why Don't Crocodiles Make Good Pets? 8pack	9780736265423	-				
	A Butterfly's Favorite Plant 8pack				9780736265430		
	Whose Babies Are These? 8pack				9780736265447	-	
	Life Cycles Teacher's Edition	9780736263870	-				
	Life Cycles Big Ideas Big Book	9780736255660	-				
	Write About Life Cycles We Need More Trees! Big Book						
	Life Cycles Learning Masters				9780736272575	1	
	Life Cycles Big Ideas & Vocabulary Cards				9780736262781	1	
	Life Cycles Assessment Handbook				9780736263993	1	
	Life Cycles Science Inquiry Kit				9780736273725	1	

2011 Curricular Materials Selection Committee Recommendations

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page 38 of 170

Science Grades K -5

page 39 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown	Grade 1-and Grade 2 Science Method	s & Process Skills Big	2010	1-2		
Company LLC	Book (Continued)	U				
d/b/a National	Life Cycles Science Inquiry Kit Consumables Refi				9780736273985	4
Geographic	Sun, Moon, and Stars Classroom Set				9780736265812	1
School	Sun, Moon, and Stars Big Ideas 8pack				9780736265546	
	Sun, Moon, and Stars Science Inquiry Book 8pac	(9780736273466	
Publishing &	Day and Night on Cinco de Mayo 8pack				9780736265553	
Hampton Brown	Day and Night at the Festival of Colors 8pack				9780736265560	
	Day and Night During Chinese New Year 8pack				9780736265577	
	The Sun Shines 8pack				9780736265584	
	What Do You See in the Moon? 8pack				9780736265591	
	Stories in the Stars 8pack				9780736265607	
	Sun, Moon, and Stars Teacher's Edit	on			9780736263832	
	Sun, Moon, and Stars Big Ideas Big Book				9780736255868	
	Write About Sun, Moon, and Stars A New Moon F	over Big Book			9780736255844	
	Sun, Moon and Stars Learning Masters				9780736272612	
	Sun, Moon, and Stars Big Ideas & Vocabulary Ca	rds			9780736262545	
	Sun, Moon, and Stars Assessment Handbook				9780736263955	
	Sun, Moon and Stars Science Inquiry Kit				9780736273671	
	Sun, Moon and Stars Science Inquiry Kit Consum	ables Refill			9780736273930	_
	Land and Water Classroom Set				9780736265805	_
	Land and Water Big Ideas 8pack				9780736264983	_
	Land and Water Science Inquiry Book 8pack				9780736273473	_
	Land and Water in Mexico 8pack				9780736264990	4
	Land and Water in Iceland 8pack				9780736265003	_
	Land and Water in Hawaii 8pack				9780736265010	-
	Volcanoes In Mexico 8pack				9780736265027	-
	The Island That Formed in One Day 8pack				9780736265034	-
	Hawaii's Volcanoes 8pack				9780736265041	-
	Land and Water Teacher's Edition				9780736263825	_
	Land and Water Big Ideas Big Book				9780736255165	4
	Write About Land and Water Take Care of Earth!	ыд воок			9780736255349	4
	Land And Water Learning Masters				9780736272629	4
	Land and Water Big Ideas & Vocabulary Cards				9780736262484	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

			· · · ·		1	Grades K
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown	Grade 1-and Grade 2 Science Methods	& Process Skills Big	2010	1-2		
Company LLC	Book (Continued)					
d/b/a National	Land and Water Assessment Handbook		1		9780736263948	4
Geographic	Land and Water (2 box set) Science Inquiry Kit				9780736273688	
School	Land and Water Science Inquiry Kit Consumables R	efill			9780736273947	
	Weather Classroom Set				9780736265874	
Publishing &	Weather Big Ideas 8pack	9780736265065				
lampton Brown	Weather Science Inquiry Book 8pack	9780736273527				
	A Windy Place 8pack	9780736265072				
	A Warm Place 8pack	9780736265089				
	A Snowy Place 8pack	9780736265096				
	Sometimes It's Windy, Snowy, Rainy, Or Sunny 8pa	9780736265102				
	What Can Clouds Bring? 8pack					
	All Kinds of Snow 8pack	9780736265126				
	Weather Teacher's Edition	9780736263894				
	Weather Big Ideas Big Book	9780736255264				
	Write About Weather How to Make a Wind Vane Big	9780736255943				
	Weather Learning Masters	9780736272605				
	Weather Big Ideas & Vocabulary Cards	9780736262903				
	Weather Assessment Handbook	9780736264013				
	Weather Science Inquiry Kit	9780736273732				
	Weather Science Inquiry Kit Consumables Refill	9780736273992				
	Rocks and Soil Classroom Set	9780736265850				
	Rocks and Soil Big Ideas 8pack	9780736265461				
	Rocks and Soil Science Inquiry Book 8pack				9780736273534	
	Rocks and Soil in the Rocky Mountains 8pack				9780736265478	
	Rocks and Soil in the High Desert 8pack				9780736265485	
	Rocks and Soil Near the Great Lakes 8pack				9780736265492	
	The Old Man of the Mountain 8pack				9780736265508	_
	Arches, Arches Everywhere! 8pack				9780736265515	_
	Rainbow Beaches 8pack				9780736265522	
	Rocks and Soil Teacher's Edition				9780736263887	
	Rocks and Soil Big Ideas Big Book				9780736255769	
	Write About Rocks and Soil A Birthstone for Every M	1onth Big Book			9780736255240	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

page 40 of 170

Science	
Grades K -5	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown	Grade 1-and Grade 2 Science Method	s & Process Skills Big	2010	1-2		
Company LLC	Book (Continued)	U				
d/b/a National	Rocks and Soil Learning Masters		11		9780736272636	
Geographic	Rocks and Soil Big Ideas & Vocabulary Cards				9780736262842	7
School	Rocks and Soil Assessment Handbook				9780736264006	
	Rocks and Soil (2 box set) Science Inquiry Kit				9780736273749	
Publishing &	Rocks and Soil (2 box set) Science Inquiry Kit Cor	sumables Refill			9780736274005	
Hampton Brown	Properties Classroom Set	9780736265829				
	Properties Big Ideas 8pack	9780736265140				
	Properties Science Inquiry Book 8pack	9780736273480				
	In the Art Class 8pack	9780736265157	_			
	In the Kitchen 8pack	9780736265171	_			
	At the Market 8pack				9780736265164	_
	Decorating a Vase 8pack	9780736265188	_			
	Fun Food 8pack				9780736265195	_
	Cookie Time 8pack				9780736265201	-
	Properties Teacher's Edition				9780736263849	_
	Properties Big Ideas Big Book				9780736255363	_
	Write About Properties Making Juice Pops Big Boo	9780736255448				
	Properties Learning Masters	9780736272650	_			
	Properties Big Ideas & Vocabulary Cards	9780736262606	_			
	Properties Assessment Handbook	9780736263962	_			
	Properties Science Inquiry Kit				9780736273695	-
	Properties Science Inquiry Kit Consumables Refill Pushes and Pulls Classroom Set				9780736273954	-
					9780736265836 9780736265225	-
	Pushes and Pulls Big Ideas 8pack Pushes and Pulls Science Inquiry Book 8pack				9780736265225	-
	Tractors on the Farm Push and Pull 8pack				9780736265232	-
	Machines Push and Pull 8pack				9780736265232	-
	Trains Push and Pull 8pack				9780736265256	-
	On the Farm 8pack				9780736265263	1
	Build It! 8pack				9780736265270	1
	All Aboard! 8pack				9780736265287	1
	Pushes and Pulls Teacher's Edition				9780736263856	1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 41 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*	
Hampton-Brown	Grade 1-and Grade 2 Science Method	s & Process Skills Big	2010	1-2			
Company LLC	Book (Continued)	-					
/b/a National	Pushes and Pulls Big Ideas Big Book		1 1		9780736255462	1	
eographic	Write About Pushes and Pulls Pushes and Pulls at	Home Big Book			9780736255547		
chool	Pushes and Pulls Learning Masters	U			9780736272643		
	Pushes and Pulls Big Ideas & Vocabulary Cards				9780736262668		
ublishing &	Pushes and Pulls Assessment Handbook				9780736263979	7	
ampton Brown	Pushes and Pulls Science Inquiry Kit	9780736273701					
	Pushes and Pulls Science Inquiry Kit Consumable	9780736273961	7				
	Solids, Liquids, and Gases Classroom Set	9780736265881	7				
	Solids, Liquids, and Gases Big Ideas 8pack	9780736265621	7				
	Solids, Liquids, and Gases Science Inquiry Book 8	pack			9780736273541	7	
	Solids, Liquids, and Gases in Cities 8pack	9780736265638					
	Solids, Liquids, and Gases at Campsites 8pack	9780736265645					
	Solids, Liquids, and Gases at the Beach 8pack				9780736265652		
	Postcards from My Trip 8pack				9780736265669		
	Ranger for a Day 8pack				9780736265676		
	Shell Shapes 8pack				9780736265683		
	Solids, Liquids, and Gases Teacher's	9780736263900					
	Solids, Liquids, and Gases Big Ideas Big Book	9780736255967					
	Write About Solids, Liquids, and Gases: What Mixe	es with Water? Big Book			9780736256049		
	Solids, Liquids, and Gases Learning Masters	9780736272667					
	Solids, Liquids, and Gases Big Ideas & Vocabulary	/ Cards			9780736262965		
	Solids, Liquids, and Gases Assessment Handbook				9780736264020		
	Solids, Liquids, and Gases Science Inquiry Kit				9780736273756		
	Solids, Liquids, and Gases Science Inquiry Kit Cor	sumables Refill			9780736274012		
	Forces and Motion Classroom Set				9780736265898		
	Forces and Motion Big Ideas 8pack				9780736265706		
	Forces and Motion Science Inquiry Book 8pack				9780736273558		
	Forces and Motion during Ball Games 8pack				9780736265713		
	Forces and Motion during Winter Sports 8pack				9780736265720		
	Forces and Motion with Wheels 8pack				9780736265737		
	Juggle, Shoot, and Score 8pack				9780736265744 9780736265751		
	Go for It! 8pack						

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 42 of 170

Science

Science

	1	1				Grades K
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Hampton-Brown Company LLC	Grade 1-and Grade 2 Science Method Book (Continued)	ds & Process Skills Big	2010	1-2		
l/b/a National	Do You Like to Bike? 8pack				9780736265768	
Geographic	Forces and Motion Teacher's Edition	1			9780736263917	
School	Forces and Motion Big Ideas Big Book				9780736256063	
Publishing &	Write About Forces and Motion All about Magnet	s Big Book			9780736256148	
lampton Brown	Forces and Motion Learning Masters				9780736272674	
ampion brown	Forces and Motion Big Ideas & Vocabulary Cards	3			9780736263023	
	Forces and Motion Assessment Handbook				9780736264037	
	Forces and Motion Science Inquiry Kit	9780736273763	_			
	Forces and Motion Science Inquiry Kit Consumate	9780736274029				
	Life Science Big Ideas Book Student Book Grade 3	Bell, etal	2011	3	9780736277105	84%
	Notes: Teacher Editions are required. Correlation Need to supplement 3.S.1.6.6; 3.S.2.3.1; 3.S.3.2. Key Features:					
	Earth Science Big Ideas Book Student Book Grad	9780736277174	-			
	Physical Science Big Ideas Book Student Book G	9780736277242				
	Science Inquiry and Writing Book	9780736277334	-			
	Life Science Teacher's Edition	9780736277358				
	Condition of free item: 1 Free with 25					
	Earth Science Teacher's Edition		9780736277372	-		
	Condition of free item: 1 Free with 25		5100130211512			
			500K5.		07807300773000	_
	Physical Science Teacher's Edition				9780736277396	
	Condition of free item: 1 Free with 25					
	Learning Masters	9780736277419	4			
	Assessment Handbook		9780736277433	4		
	Science ExamView® CDROM Condition of free			dant Daalsa	9780736277501	4
	Science Methods and Process Skills Big Book C				9780736277310	-
	Science Methods and Process Skills Teacher's G Books.	uide Condition of free item: 1 Fr	ee per teacher with	25 Student	9780736277471	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 43 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades R=Resource Correlation*
Hampton-Brown Company LLC	Life Science Big Ideas Book Studen (Continued)	t Book Grade 3	2010	3		
/b/a National	Life Science Inquiry Kit (3 box set)				9780736283847	4
	Earth Science Inquiry Kit (5 box set)				9780736283854	
eographic	Physical Science Inquiry Kit (3 box set)				9780736283854	
School	Life Science Inquiry Kit Consumables Refill (2 bo	ov set)			9780736283939	
ublishing &	Earth Science Inquiry Kit Consumables Refill (3				9780736283946	
ampton Brown	Physical Science Inquiry Kit Consumables Refill				9780736283940	-
	Intermediate (Grades 3–5) Science Inquiry Safet	tv Kit			9780736286459	1
	Pioneer and Pathfinder Complete Classroom Set	Various	2011	3	9780736283595	
	Pioneer Single Copy Set	Various	2011	3	9780736283601	
	Pathfinder Single Copy Set	Various	2011	3	9780736283618	
	Leapin' Lizards 8pack (Pioneer)	Johnson	2011	3	9780736284196	
	Animals of Denali 8pack (Pioneer)	Goodman	2011	3	9780736284202	
	Piggyback Plants 8pack (Pioneer)	Johnson	2011	3	9780736284219	
	The Fantastic Forest 8pack (Pioneer)	Goodman	2011	3	9780736284257	
	Star Sightings 8pack (Pioneer)	Geiger	2011	3	9780736284264	
	The Sun 8pack (Pioneer)	Downey	2011	3	9780736284271	
	Recycling Rules! 8pack (Pioneer)	Keeler	2011	3	9780736284349	
	The Energy of Water 8pack (Pioneer)	Keeler	2011	3	9780736284356	
	Scope This Out 8pack (Pioneer)	Quintana	2011	3	9780736284363	
	Leapin' Lizards 8pack (Pathfinder)	Johnson	2011	3	9780736284226	
	Animals of Denali 8pack (Pathfinder)	Goodman	2011	3	9780736284233	
	Piggyback Plants 8pack (Pathfinder)	Johnson	2011	3	9780736284240	
	The Fantastic Forest 8pack (Pathfinder)	Goodman	2011	3	9780736284288]
	Star Sightings 8pack (Pathfinder)	Geiger	2011	3	9780736284295]
	The Sun 8pack (Pathfinder)	Downey	2011	3	9780736284301]
	Recycling Rules! 8pack (Pathfinder)	Keeler	2011	3	9780736284318]
	The Energy of Water 8pack (Pathfinder)	Keeler	2011	3	9780736284325]
	Scope This Out 8pack (Pathfinder)	Quintana	2011	3	9780736284332	7

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 44 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades M R=Resource Correlation*	
Hampton-Brown Company LLC	Life Science Big Ideas Book Student Book Grade 4	Bell, etal	2011	4	9780736277563	86%	
/b/a National eographic	Notes: Teacher Editions are required Require 4.S.3.1.2; 4.S.3.1.3; & 4.S.4.1.3. CCSS correlation						
chool ublishing &	Key Features: Earth Science Big Ideas Book Student Book Gra	9780736277631	-				
ampton Brown	Physical Science Big Ideas Book Student Book				9780736277709	-	
	Science Inquiry and Writing Book				9780736277792	-	
	Life Science Teacher's Edition				9780736277815	-	
	Condition of free item: 1 Free with 2						
	Earth Science Teacher's Edition	9780736277839					
	Condition of free item: 1 Free with 2						
	Physical Science Teacher's Editio	9780736277853					
	Condition of free item: 1 Free with 2						
	Learning Masters	3			9780736277877		
	Assessment Handbook				9780736277891		
	Science ExamView® CDROM Condition of free	item: 1 Free per teacher with	25 Student Books.		9780736277525		
	Science Methods and Process Skills Big Book C	9780736277778					
	Science Methods and Process Skills Teacher's G Books.	9780736277938					
	Life Science Inquiry Kit (3 box set)				9780736283878		
	Earth Science Inquiry Kit (4 box set)				9780736283885		
	Physical Science Inquiry Kit (3 box set)				9780736283892		
	Life Science Inquiry Kit Consumables Refill (2 bo	ox set)			9780736283960		
	Earth Science Inquiry Kit Consumables Refill (3	9780736283977					
		Physical Science Inquiry Kit Consumables Refill					
	Intermediate (Grades 3–5) Science Inquiry Safet				9780736286459		
	Pioneer and Pathfinder Complete Classroom Set	Various	2011	4	9780736283625]	
	Pioneer Single Copy Set	Various	2011	4	9780736283632	1	
	Pathfinder Single Copy Set	Various	2011	4	9780736283649	1	
	Web Wizards 8pack (Pioneer)	Johnson	2011	4	9780736284400]	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 45 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
ampton-Brown	Life Science Big Ideas Book Stud	ent Book Grade 4	2011	4		
ompany LLC	(Continued)					
/b/a National	Wild Ponies 8pack (Pioneer)	Johnson	2011	4	9780736284417	
eographic	Serious Survivors 8pack (Pioneer)	Halko	2011	4	9780736284424	-
• •	Destination: Moon 8pack (Pioneer)	Geiger	2011	4	9780736284462	
chool	Exploring Caves 8pack (Pioneer)	Phelan	2011	4	9780736284479	
ublishing &	Wind At Work 8pack (Pioneer)	Geiger	2011	4	9780736284486	
ampton Brown	Winning Properties 8pack (Pioneer)	Halko	2011	4	9780736284523	
	Say Cheese! 8pack (Pioneer)	Halko	2011	4	9780736284530	
	Sound All Around 8pack (Pioneer)	Johnson	2011	4	9780736284547	
	Web Wizards 8pack (Pathfinder)	Johnson	2011	4	9780736284370	
	Wild Ponies 8pack (Pathfinder)	Johnson	2011	4	9780736284387	
	Serious Survivors 8pack (Pathfinder)	Halko	2011	4	9780736284394	
	Destination: Moon 8pack (Pathfinder)	Geiger	2011	4	9780736284431	
	Exploring Caves 8pack (Pathfinder)	Phelan	2011	4	9780736284448	
	Wind At Work 8pack (Pathfinder)	Geiger	2011	4	9780736284455	
	Winning Properties 8pack (Pathfinder)	Halko	2011	4	9780736284493	
	Say Cheese! 8pack (Pathfinder)	Halko	2011	4	9780736284509	
	Sound All Around 8pack (Pathfinder)	Johnson	2011	4	9780736284516	
	Life Science Big Ideas Book Student Book Grade 5	Bell, etal	2011	5	9780736277945	85%
	Notes: Teacher Editions are required. Requi 5.S.3.3.2; & 5.S.4.1.1. CCSS correlation of & Key Features:					
	Earth Science Big Ideas Book Student Book	Grade 5			9780736278010	1
	Physical Science Big Ideas Book Student Book				9780736278089	1
	Science Inquiry and Writing Book				9780736278171	1
	Life Science Teacher's Edition				9780736278195	1
	Condition of free item: 1 Free with	25 Life Science Studen	t Books		0.00100210100	
	Earth Science Teacher's Edition		1 00013.		0700720270240	4
	I FATTA SCIENCE LASCHAR'S EditION				9780736278218	1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 46 of 170

						Grades K	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Hampton-Brown Company LLC	Life Science Big Ideas Book Student (Continued)	Book Grade 5	2011	5			
d/b/a National Geographic	Physical Science Teacher's Edition 9780736278232 Condition of free item: 1 Free with 25 Physical Science Student Books. 9780736278232						
School	Learning Masters				9780736278256		
Publishing &	Assessment Handbook				9780736278270		
	Science ExamView® CDROM Condition of free i	tem: 1 Free per teacher with 25	Student Books.		9780736277549		
lampton Brown	Science Methods and Process Skills Big Book C	ondition of free item: 1 Free per	teacher with 25 Stu	udent Books.	9780736278157		
	Science Methods and Process Skills Teacher's G Books.	9780736278317					
	Life Science Inquiry Kit (3 box set)	9780736283908					
	Earth Science Inquiry Kit (3 box set)	9780736283915					
	Physical Science Inquiry Kit (3 box set)	9780736283922					
	Life Science Inquiry Kit Consumables Refill (2 box set)	Bell, etal	2011	5	9780736283991		
	Earth Science Inquiry Kit Consumables Refill (2 box set)	Bell, etal	2011	5	9780736284004		
	Physical Science Inquiry Kit Consumables Refill	Bell, etal	2011	5	9780736284011		
	Intermediate (Grades 3–5) Science Inquiry Safety Kit	Bell, etal	2011	5	9780736286459		
	Pioneer and Pathfinder Complete Classroom Set	Various	2011	5	9780736283656		
	Pioneer Single Copy Set	Various	2011	5	9780736283663	1	
	Pathfinder Single Copy Set	Various	2011	5	9780736283670	1	
	Do Elephants Talk? 8pack (Pioneer)	Keeler	2011	5	9780736284585	1	
	The Beat Goes On 8pack (Pioneer)	Finton	2011	5	9780736284592	1	
	Freaky Frogs 8pack (Pioneer)	Hogan	2011	5	9780736284608	1	
	Rock Tour 8pack (Pioneer)	Geiger	2011	5	9780736284646	1	
	Hurricane Hunters 8pack (Pioneer)	Geiger	2011	5	9780736284653	1	
	Saturn The Ring World 8pack (Pioneer)	MacDonald	2011	5	9780736284660	1	
	What's the Matter? 8pack (Pioneer)	Keeler	2011	5	9780736284707		
	It's Electrifying 8pack (Pioneer)	Cohen	2011	5	9780736284714	1	
	Soaring with Science 8pack (Pioneer)	Halko	2011	5	9780736284721	1	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 47 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K - R=Resource Correlation*
Hampton-Brown Company LLC	Life Science Big Ideas Book Studen (Continued)	t Book Grade 5	2011	5		
d/b/a National	Do Elephants Talk? 8pack (Pathfinder)	Keeler	2011	5	9780736284554	-
	The Beat Goes On 8pack (Pathfinder)	Finton	2011	5	9780736284561	-
Geographic	Freaky Frogs 8pack (Pathfinder)	Hogan	2011	5	9780736284578	-
School	Rock Tour 8pack (Pathfinder)	Geiger	2011	5	9780736284615	-
Publishing &	Hurricane Hunters 8pack (Pathfinder)	Geiger	2011	5	9780736284622	
Hampton Brown	Saturn The Ring World 8pack (Pathfinder)	MacDonald	2011	5	9780736284639	
•	What's the Matter? 8pack (Pathfinder)	Keeler	2011	5	9780736284677	
	It's Electrifying 8pack (Pathfinder)	Cohen	2011	5	9780736284684	
	Soaring with Science 8pack (Pathfinder)	Halko	2011	5	9780736284691	
PearsonScott Foresman	Pearson Interactive Science Student Edition with 6 year online access to Digital Courseware	Don Buckley, et al	2012	К	9780328705306	Recommend w/ Reservations 63%
	Notes: Recommended with reservations. Consu Key Features: Pearson Interactive Science Teacher's Edition F <i>below</i>) Teacher's Edition Program Guide Pearson Interactive Science English Language Pearson Interactive Science Leveled Readers G Pearson Interactive Science Scaffolded Inquiry Pearson Interactive Science Classroom Materia	Package * (contains 1 each of in Leaner Handbook (K–2 Grade Level Library Activity Cards		K K K-2 K K K	9780328663675 9780328616558 9780328616558 9780328616497 9780328603534 9780328663798 9780328619740 9780328658169	
	Pearson Interactive Science Science, Technolog		Book	К	9780328635238	
	Pearson Interactive Science Multi-Disciplinary C	Center Flip Chart		K	9780328593040	1
	Pearson Interactive Science Multi-Disciplinary C		e	K	9780328593071	
	Pearson Interactive Science Untamed Science		-	K-2	9780328626717	
	Pearson Interactive Science Digital Courseware			К	9780328636006	
	* Teacher's Edition Package provided at no cha		Student Editions			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 48 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
PearsonScott Foresman	Pearson Interactive Science Student Edition with 6 year online access to Digital Courseware	Don Buckley, et al	2012	1	9780328641161	Recommend w/ Reservations 73%			
	Notes: Recommended with reservations. Consu Key Features:			of 41%.					
	Pearson Interactive Science Teacher's Edition & Booklets, Program Guide & ELL Handbook)	9780328663682							
	Pearson Interactive Science Leveled Reader Grade Level Library 1			1	9780328663804				
	Scaffolded Inquiry Activity Cards			1	9780328619757				
	Science, Technology, Engineering & Math Activity Book			1	9780328635245				
	Multi-Disciplinary Center Flip Chart			1	9780328593057				
	Multi-Disciplinary Center Flip Chart Teacher's Guide			1	9780328593088				
	Classroom Materials Kit			1	9780328658176				
	Untamed Science Videos DVD (K–2)			K-2	9780328626717				
	ExamView® Assessment Suite Test Generator C	9780328622160							
	* Teacher's Edition Package provided at no char								
	Pearson Interactive Science Don Buckley, et al 2012				9780328641178	Recommend w/			
	Student Edition with 6 year online					Reservations			
	access to Digital Courseware					76%			
	Notes: Recommended with reservations. Consu								
	Key Features:								
	Teacher's Edition & Resource Package * (include		_						
	Handbook)			2	9780328663699				
	Leveled Reader Grade Level Library			2	9780328663811	—			
	Science, Technology, Engineering & Math Activit	v Book		2	9780328635252	-1			
	Scaffolded Inquiry Activity Cards				9780328619764	-1			
	Multi-Disciplinary Center Flip Chart			2	9780328593064	-			
				2	9780328593095	7			
				2	9780328658183	7			
	Untamed Science Videos DVD (K–2)			 K-2	9780328626717	7			
	ExamView Assessment Suite Test Generator CDROM				9780328622177				
	ExamView Assessment Suite Test Generator CD	ExamView Assessment Suite Test Generator CDROM2Digital Courseware 6-year online access2							

2011 Curricular Materials Selection Committee Recommendations

page 49 of 170

*Correlation to Science Standards

Science

Handbook) English Language Leaner Handbook Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards Science, Technology, Engineering & Materials Science, Technology, Engineering & Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards		2012	3	9780328641185		
Key Features: Teacher's Edition & Resource Package Handbook) English Language Leaner Handbook Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards Science, Technology, Engineering & Ma Social Studies and Language Arts Conr Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	consumables necessary to teach o				Recommend w/ Reservations 67%	
Handbook) English Language Leaner Handboo Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards Science, Technology, Engineering & Ma Social Studies and Language Arts Conr Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards		lepth. CCSS correlation	of 45%.			
Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards Science, Technology, Engineering & Ma Social Studies and Language Arts Conn Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards						
Science, Technology, Engineering & Ma Social Studies and Language Arts Conn Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package <i>Handbook</i>) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	English Language Leaner Handbook (3-5)					
Science, Technology, Engineering & Ma Social Studies and Language Arts Conn Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package <i>Handbook</i>) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	· · · · · · · · · · · · · · · · · · ·				_	
Social Studies and Language Arts Conn Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package <i>Handbook</i>) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Science, Technology, Engineering & Math Activity Book				_	
Classroom Materials Kits Untamed Science Videos DVD (3–5) ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package <i>Handbook</i>) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Social Studies and Language Arts Connections Book			9780328593101		
ExamView® Assessment Suite Test Ge Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Classroom Materials Kits			9780328658190		
Digital Courseware 6-year online access * Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Untamed Science Videos DVD (3–5)			9780328626724		
* Teacher's Edition Package provided at Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	ExamView® Assessment Suite Test Generator CDROM			9780328622184		
Pearson Interactive Science Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards						
Student Edition with 6 year or access to Digital Courseware Notes: Recommended with reservations Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	charge with purchase of 25 Grad	le 3 Student Editions				
Teacher's Edition & Resource Package Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Student Edition with 6 year online				Recommended w Reservations 81%	
Handbook) Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards	Notes: Recommended with reservations.Consumables necessary to teach depth. CCSS correlation of 38%.					
Scaffolded Inquiry Activity Cards	Teacher's Edition & Resource Package * (includes Chapter TE Booklets, Program Guide & ELL Handbook)			9780328663712		
			4	9780328663835		
Science, Technology, Engineering & Ma						
	Science, Technology, Engineering & Math Activity Book					
	Social Studies and Language Arts Connections Book			9780328593118		
Classroom Materials Kits				9780328658206		
Untamed Science Videos DVD (3-5)			3-5	9780328626724		
ExamView Assessment Suite Test Gene			4	9780328622191 9780328636044		
Digital Courseware 6-year online access * Teacher's Edition Package provided a	tor CDROM					

2011 Curricular Materials Selection Committee Recommendations

page 50 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
PearsonScott Foresman	Pearson Interactive Science Student Edition with 6 year online access to Digital Courseware	Don Buckley, et al	2012	5	9780328641208	91%
	Notes: Consumables necessary to teach depth. Key Features:	CCSS correlation of 70%.				
	Teacher's Edition & Resource Package * (incluc Handbook)	5	9780328663729			
	Leveled Reader Grade Level Library Scaffolded Inquiry Activity Cards Science, Technology, Engineering & Math Activi	5 5 5	9780328663842 9780328619795 9780328521036			
	Social Studies and Language Arts Connections Book Classroom Materials Kits				9780328593125 9780328658213	-
	Untamed Science Videos DVD (3–5) ExamView Assessment Suite Test Generator CE	3-5 5 5	9780328626724 9780328622207			
	Digital Courseware 6-year online access Teacher's Edition Package provided at no charge	9780328636051				
Sangari USA LLC	Animals	President of Sangari Active Science —	2011	1-2		R Recommend w/ Reservations
	Notes: Recommended as "Resource Only" and for grade 2.		25% Grade 1 56% Grade 2			
	Key Features:					
	Teacher Edition (1 included in "bundle")					
	Student Lab Manual (15 included in "bundle")		_			
	Student Notebook (24 included in "bundle") Electric Tablet (1 included in "bundle")		_			
	Professional Development (8 days included in "b	undlo")				-
	Concierge Service (logistical support to manage		dle")			-
	Kit of investigational materials (1 included in "bur					-

2011 Curricular Materials Selection Committee Recommendations

page 51 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*
Sangari USA LLC	Life of Plants	President of Sangari Active Science —	2011	1-3		R Recommend w/ Reservations
	Notes: Recommended as "Resource Only" and v 17%. Key Features: Teacher Edition (1 included in "bundle") Student Lab Manual (15 included in "bundle") Student Notebook (24 included in "bundle")	46% Grade 1 50% Grade 2 39% Grade 3				
	Electric Tablet (1 included in "bundle") Professional Development (8 days included in "b Concierge Service (logistical support to manage Kit of investigational materials (1 included in "bur					
	Transformation of Matter	President of Sangari Active Science —	2011	2-4		R Recommend w/ Reservations
	Notes: Recommended as "Resource Only" and v 17%. Key Features: Teacher Edition (1 included in "bundle") Student Lab Manual (15 included in "bundle")	26% Grade 2 25% Grade 3 28% Grade 4				
	Student Notebook (24 included in "bundle") Electric Tablet (1 included in "bundle") Professional Development (8 days included in "b Concierge Service (logistical support to manage					
	Kit of investigational materials (1 included in "bundle")					

2011 Curricular Materials Selection Committee Recommendations

page 52 of 170

*Correlation to Science Standards

Science

						Grades K -5
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Sangari USA LLC	Earth, Sun & Moon	President of Sangari	2011	3		R
		Active Science —				Recommend w/ Reservations 18%
	Notes: Recommended as "Resource Only" and v					
	Key Features:					
	Teacher Edition (1 included in "bundle")					
	Student Lab Manual (15 included in "bundle")					_
	Student Notebook (24 included in "bundle") Electric Tablet (1 included in "bundle")		_			
	Professional Development (8 days included in "b		-			
	Concierge Service (logistical support to manage					
	Kit of investigational materials (1 included in "bur					
	Rocks & Minerals	President of Sangari Active Science —	2011	5		R Recommend w/ Reservations 24%
	Notes: Recommended as "Resource Only" and v					
	Key Features:					
	Teacher Edition (1 included in "bundle")					_
	Student Lab Manual (15 included in "bundle")					
	Student Notebook (24 included in "bundle")					
	Electric Tablet (1 included in "bundle") Professional Development (8 days included in "b					
	Concierge Service (logistical support to manage		-			
	Kit of investigational materials (1 included in "bur		-			

2011 Curricular Materials Selection Committee Recommendations

page 53 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades K R=Resource Correlation*
Sangari USA LLC	Substances	President of Sangari Active Science —	2011	3-5		R Recommend w/ Reservations
	Notes: Recommended as "Resource Only" and Key Features:		18% Grade 3 20% Grade 4 33% Grade 5			
	Teacher Edition (1 included in "bundle") Student Lab Manual (15 included in "bundle") Student Notebook (24 included in "bundle")					
	Electric Tablet (1 included in "bundle") Professional Development (8 days included in "bundle") Concierge Service (logistical support to manage materials 8 days included in "bundle") Kit of investigational materials (1 included in "bundle")					-
	Environment & Life	President of Sangari Active Science —	2011	3-4		R Recommend w/ Reservations
	Notes: Recommended as "Resource Only" and Key Features:	63% Grade 3 48% Grade 4				
	Teacher Edition (1 included in "bundle") Student Lab Manual (15 included in "bundle") Student Notebook (24 included in "bundle")					
	Electric Tablet (1 included in "bundle") Professional Development (8 days included in "					
	Concierge Service (logistical support to manage Kit of investigational materials (1 included in "bu					

2011 Curricular Materials Selection Committee Recommendations

page 54 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Scienc Grades K R=Resource Correlation*		
Sangari USA LLC	Universe	President of Sangari Active Science —	2011	4		R Recommend w/ Reservations		
	Notes: Recommended as "Resource Only" and Key Features: Teacher Edition (1 included in "bundle") Student Lab Manual (15 included in "bundle") Student Notebook (24 included in "bundle") Electric Tablet (1 included in "bundle") Professional Development (8 days included in "	bundle")				52%		
	Concierge Service (logistical support to manage Kit of investigational materials (1 included in "bu		-					
Specialized Curriculum Group, a division	ScienceSaurus: A Student Handbook Grades 2-3 Softcover	Houghton Mifflin Harcourt	2009	2-3	9780669015089	R Grade 2 = 35% Grade 3 = 36%		
of HMH (Great Source)	Notes: Recommended as "Resource Only". CC Key Features:							
	ScienceSaurus: A Student Handbook Grades 2	-3 Hardcover	· · · ·		9780669014341			
	ScienceSaurus: A Student Handbook Grades 4-5 Softcover	Houghton Mifflin Harcourt	2005	4-5	9780669510157	R See Notes		
	Notes: Recommended as "Resource Only". Us as a complete set. Correlation as a complete s grade 4 is 75%; and 80% for grade 5.		Grade 4= 53% Grade 5 = 65%					
	Key Features:							
	ScienceSaurus: A Student Handbook Grades 4				9780669510140			
	Science Daybook: Grade 4 Student Book (5-Pa	ack)			9780669531770			
	Science Daybook: Grade 4 Teacher's Edition			4	9780669511666			
	Science Daybook: Grade 5 Student Book (5-Pa	iCk)		5	9780669531787			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u>

page 55 of 170

Science

		•				Grades K -5		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Specialized Curriculum Group, a division	ScienceSaurus Grades 4-5 (Hardcover) with Grade 4 Science Daybook	Houghton Mifflin Harcourt	2005	4-5	9780669515558	R See Notes		
of HMH (Great Source)	Troles. Recommended as Resource only. Ose of student book, student riandbook and belencebadids baybo							
	ScienceSaurus Grades 4-5 (Hardcover) with Grad ScienceSaurus Grades 4-5 (Softcover) with Grad		9780669515589 9780669515596	-				
XCAL Corporation / LJ Create	Scitex Learning Grade 5 Teacher	X-CAL Corporation /L.J. Create	04-2011	5	9781907423314	R 80%		
	Notes: Recommended as "Resource Only", missi							
	Key Features:							
	Scitex Learning Grade 5 Student	9781907423321]					

2011 Curricular Materials Selection Committee Recommendations

page 56 of 170

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Carolina Biological Supply Company	Science and Technology Concepts–Secondary™ Experimenting with Mixtures, Compounds, and Elements 1Class Unit Kit	National Science Resources Center	2012	6	9781435006874	R 60%		
	Notes: Recommended as a "Resource Only". Co Key Features:							
	Science and Technology Concepts–Secondary™ Edition (Included in Unit Kit)	9781435006898						
	Science and Technology Concepts–Secondary™ Book, Each (Set of 16 included in Unit Kit)	9781435006904						
	Science and Technology Concepts-Secondary™	Science and Technology Concepts–Secondary™ Exploring the Properties of Matter 1Class Unit Kit						
	Science and Technology Concepts–Secondary™ Unit Kit)	9781435006805 9781435006829						
	Science and Technology Concepts–Secondary™ included in Unit Kit)	9781435006836						
	Science and Technology Concepts–Secondary™ Experimenting with Forces and Motion 1Class Unit Kit	National Science Resources Center	2012	8	97814350 06942	R 39%		
	Notes: Recommended as a "Resource Only". Co Key Features:		-					
	Science and Technology Concepts–Secondary™ in Unit Kit)	97814350 06966						
	Science and Technology Concepts–Secondary™ of 16 included in Unit Kit)	9781435006973						
	Science and Technology Concepts–Secondary™	9781435007086						
	Science and Technology Concepts–Secondary™				9781435007109			
	Science and Technology Concepts–Secondary™ included in Unit Kit)	Investigating Circuit Design S	udent Book, Each (Set of 16	9781435007116			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 57 of 170

Sc	ien	ce

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Cengage Learning	Gateway to Science, Hardcover	Collins	2008	6-8	9781424003310	R 6 = 69%
	Notes: Recommended as a "Resource Only". G specific components is 30%.	ood intervention tool for resourc	ce room. CCSS cor	rrelation to five		7 = 74% Physical = 50%
	Key Features: Gateway to Science is a unique p and skills needed to meet the requirements for so Students acquire key vocabulary, concepts, and lesson follows a distinctive four-page format that science. Audio program features all readings to b ExamView and Classroom Presentation Tool fea presentation tool with animated graphic organize introduced in the student text. The Workbook wit text.	cience programs as well as state learning strategies to help boos develops the vocabulary and co poost auditory learning. Teache ture customizable test-generatir rs helps students comprehend r	e standards and ass t their success in sc procepts needed for t r's Resource CD-RC ng software. An inte new vocabulary and	sessments. ience! Every the student of DM with eractive concepts		Earth = 60%
	Workbook with Labs	9781424003327 9781424003341				
	Audio CDs					
	Teacher's Edition					
	Assessment Book Teacher Resources CD-ROM					
CPO Science	CPO Science Earth Science Student Book set (includes volumes. 1 & 2)	CPO Development Team	2007/ 2012	6-9	9781588924780	70% Earth
	Notes: Recommended for Earth Science. Record grade 6 science correlation is 51% and grade 7st components is 35%.					
	Key Features: Engage students in science by co concepts found in each chapter. Investigations a purchase of books. Equipment is pictured in text, is student accessible and the science content is g words defined and used in context, and main ide support science understanding. The teacher's g classroom exchange between the teacher and th begin by "engaging" the students so that they are					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 58 of 170

Grados 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
CPO Science	CPO Science Earth Science Student	Book set (Continued)	2007/2012	6-8		
	CPO Science Earth Science Student Textbook (v	9781588924766				
	CPO Science Earth Science Investigation Manua	9781588924773				
	CPO Science Earth Science Student Set DVD (e	lectronic format)			9781604311679	
	CPO Science Earth Science Student Set Online	Edition			9781604311655	
	CPO Science Earth Science Spanish E Book CD	(includes vol. 1 & vol. 2)			9781604310115	
	CPO Science Earth Science Teacher Tool Kit (cc teacher edition DVD, lesson organizer, earth scie	ontains teacher guide, teacher re			9781588924865	
	CPO Science Earth Science Teacher Guide (inclu	9781588924797				
	CPO Science Earth Science Teacher Guide DVD	,			9781604311686	
	CPO Science Earth Science Teacher Guide Onlin	1			9781604311662	
	CPO Science Earth Science Teacher Resource C and blackline masters) (included in teacher toolki	CD (includes student skill sheets	s, color teaching tools	s with index,	9781588924827	
	CPO Science Earth Science Examview Test Ban	9781588924803				
	CPO Science Earth Science Lesson Organizer C	9781588924858				
	Earth Science Interactive DVD (included in teach	9781604310016				
	CPO Science Earth Science Teaching Illustration	is CD			9781588924834	
	Earth Science Puzzleview CD				9781604311921	
	CPO Science Earth Science Equipment Kit (conta model, bathymetric map, rocks & minerals set, di w/spigot, bridge, geobox, cloud chart, beaufort wi quality tester set, tree rings & time, density cubes watch, measuring tape, geology color plate set) that have fewer than 30 students; for every do equipment that accompanies that program	9781588925305				
	CPO Science Life Science Student Book set (includes volumes 1 & 2)	Scott Eddleman	2007/ 2012	7	9781588924896	Highly Recommended
	Notes: Highly Recommended for Grade 7 Science for grade 6 science correlating at 43%. CCSS co		85%			
	Key Features:					
	CPO Science Life Science Student Textbook (vol	l. 1 of 2)			9781588924872	1
	CPO Science Life Science Investigation Manual	- 1			9781588924889	
	CPO Science Life Science Student Set DVD (ele				9781604311716	7
	CPO Science Life Science Student Set Online Ed	9781604311693	-			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 59 of 170

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
CPO Science	CPO Science Life Science set (Contir	iued)	2007/2012	7		
	CPO Science Life Science Spanish E Book CD (i	/			9781604310122	1
	CPO Science Life Science Teacher Tool Kit (con teacher edition DVD, lesson organizer, life science	ains teacher guide, teacher r	esource CD, examview In the purchase of 30 I	/ test bank, book sets	9781588924971	_
	CPO Science Life Science Guide (included in tea	cher toolkit)			9781588924902	
	CPO Science Life Science Teacher Guide DVD (ncluded in teacher toolkit)			9781604311723	
	CPO Science Life Science Teacher Guide Online				9781604311709	
	CPO Science Life Science Teacher Resource CE blackline masters) (included in teacher toolkit)			with index, and	9781588924933	
	CPO Science Life Science Examview Test Bank				9781588924919	
	CPO Science Life Science Lesson Organizer CD	(interactive lesson planner) (ncluded in teacher too	lkit)	9781588924964	
	Life Science Interactive DVD (included in teacher	9781604310009				
	CPO Science Life Science Teaching Illustrations	9781588924940				
	Life Science Puzzleview CD	9781604311938				
	(set of 5), weight set, creature cards (set of 10), li living systems, measuring tape, blood pressure c organism cards, thermometer) *free with the p					
	than 30 students; for every dollar spent on bo accompanies that program					
	than 30 students; for every dollar spent on bo accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2)				9781588925008	
	accompanies that program CPO Science Physical Science Student Book set (includes	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a	2007/2012 3 "Resource Only" for g	6-9 grade 6 science	9781588925008	Highly Recommended Physical =85%
	accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2) Notes: Highly Recommended for Physical Science with a 71% correlation and Grade 7 science cour	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a	2007/2012 3 "Resource Only" for g	6-9 grade 6 science	9781588925008	Recommended
	accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2) Notes: Highly Recommended for Physical Science with a 71% correlation and Grade 7 science cour components is 96%.	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a se, with a 58% correlation. C	2007/2012 3 "Resource Only" for g	6-9 grade 6 science	9781588925008	Recommended
	accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2) Notes: Highly Recommended for Physical Science with a 71% correlation and Grade 7 science cour components is 96%. Key Features:	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a se, with a 58% correlation. C s (vol. 1 of 2)	2007/2012 3 "Resource Only" for g	6-9 grade 6 science		Recommended
	accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2) Notes: Highly Recommended for Physical Science with a 71% correlation and Grade 7 science cour components is 96%. Key Features: CPO Science Physical Science Student Textbool	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a se, with a 58% correlation. C (vol. 1 of 2) mual (vol. 2 of 2)	2007/2012 3 "Resource Only" for g	6-9 grade 6 science	9781588914988	Recommended
	accompanies that program CPO Science Physical Science Student Book set (includes volumes 1 & 2) Notes: Highly Recommended for Physical Science with a 71% correlation and Grade 7 science cour components is 96%. Key Features: CPO Science Physical Science Student Textbool CPO Science Physical Science Investigation Mar	ok sets, receive a 65% bon Tom Hsu ce Course. Recommended a se, with a 58% correlation. C (vol. 1 of 2) mual (vol. 2 of 2) (electronic format)	2007/2012 3 "Resource Only" for g	6-9 grade 6 science	9781588914988 9781588924995	Recommended

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 60 of 170

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
CPO Science	CPO Science Physical Science set (Continued)	2007/2012	6-9				
	CPO Science Physical Science Teacher Tool Ki teacher edition DVD, lesson organizer, physical	9781588925084	_					
	CPO Science Physical Science Teacher Guide (•		9781588925015			
	CPO Science Physical Science Teacher Guide I	OVD (included in teacher toolki	t)		9781604311761			
	CPO Science Physical Science Teacher Guide	Online Access	,		9781604311747			
	CPO Science Physical Science Teacher Resour and blackline masters) (included in teacher toolk		neets, color teaching to	ools with index,	9781588925046			
	CPO Science Physical Science Examview Test	Bank CD (included in teacher to	oolkit)		9781588925022			
	CPO Science Physical Science Lesson Organize	er CD (interactive lesson plann	er) (included in teache	er toolkit)	9781588925077			
	Physical Science Interactive DVD (included in te		, ,	,	9781604310023			
	CPO Science Physical Science Teaching Illustra	9781588925053						
	Physical Science Puzzleview CD	9781604311945						
	of 5), measuring tape, pH investigation, thermon *free with the purchase of 30 book sets or for	periodic table tiles, atom building game, electric circuits, pendulum, timer & photogates, displacement tank, density cubes, spring scales, color mixing set, electromagnet pack, graduated cylinder, light & color, magnifying lenses (set of 5), measuring tape, pH investigation, thermometer, weight set (set of 5), wave tray) *free with the purchase of 30 book sets or for school districts that have fewer than 30 students; for every dollar spent on book sets, receive a 65% bonus towards equipment that accompanies that program						
	Foundations of Physical Science 3 rd Edition Student Book set (includes volumes 1 & 2)	Tom Hsu	2009	8-9	9781604310160	Recommended 78%		
	Notes: Recommended for Physical Science Con Key Features:							
	Foundations of Physical Science 3 rd Edition Stud	lent Textbook (vol. 1 of 2)			9781604310146			
	Foundations of Physical Science 3rd Edition Inve				9781604310153	-		
	Foundations of Physical Science 3rd Edition Stud		t)		9781604311136			
	Foundations of Physical Science 3 rd Edition Student Set Online Edition				9781604311129	_		
		Foundations of Physical Science 3 rd Edition Spanish E Book CD (includes vol. 1 & vol. 2)						
	Foundations of Physical Science 3rd Edition Spa				9781604311105			
	Foundations of Physical Science 3 rd Edition Spa Foundations of Physical Science 3 rd Edition Tea	cher Tool Kit (contains teacher	guide, teacher resour	ce CD,	9781604311105	_		
	Foundations of Physical Science 3 rd Edition Spa Foundations of Physical Science 3 rd Edition Tea examview test bank, teacher edition DVD) * free	cher Tool Kit (contains teacher with the purchase of 32 book	guide, teacher resour k sets	ce CD,	9781604310221	_		
	Foundations of Physical Science 3 rd Edition Spa Foundations of Physical Science 3 rd Edition Tea examview test bank, teacher edition DVD) *free Foundations of Physical Science 3 rd Edition Tea	cher Tool Kit (contains teacher with the purchase of 32 book cher Guide (included in teacher	guide, teacher resour k sets r toolkit)	ce CD,	9781604310221 9781604310177	_		
	Foundations of Physical Science 3 rd Edition Spa Foundations of Physical Science 3 rd Edition Tea examview test bank, teacher edition DVD) * free	cher Tool Kit (contains teacher with the purchase of 32 book cher Guide (included in teacher cher Guide DVD (included in te	guide, teacher resour k sets r toolkit)	ce CD,	9781604310221	_		

2011 Curricular Materials Selection Committee Recommendations

page 61 of 170

*Correlation to Science Standards

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Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
CPO Science	Foundations of Physical Science 3 rd	Edition set (Continued)	2009	8-9		
	Foundations of Physical Science 3 rd Edition Teac tools with index, and blackline masters) (included	9781604310191	_			
	Foundations of Physical Science 3 rd Edition Exam	view Test Bank CD (included in	teacher toolkit)		9781604310214	
	Foundations of Physical Science 3 rd Edition Intera		oolkit)		9781604311211	
	Foundations of Physical Science 3 rd Edition Puzz				9781604311952	
	Foundations of Physical Science 3 rd Edition Equip datacollector & photogates, density cubes, digital energy car, gas law kit, lever, navigational compa stand, pressure sensor, ropes & pulleys, sound & weights set (set of 8)) * free with the purchase of students; for every dollar spent on book sets, that program	meter, displacement tank, elections, optics with light & color,pend waves, spring scales, super cap of 30 book sets or for school d	ic circuits, electrom lulum, periodic table pacitor, temperature listricts that have	agnet pack, e tiles, physics e sensor, fewer than 30	9781604310245	
	Physical, Earth, and Space Science Student Book set (includes volumes 1 & 2)	Tom Hsu	2010	8-9	9781604310993	Recommended Physical = 90% Earth = 80%
	Notes: Recommended for Physical and Earth Sc 80%. Key Features:	ience Courses. CCSS correlation	on to five specific co	omponents is		
	Physical, Earth, and Space Science Student Text	Physical, Earth, and Space Science Student Textbook (vol. 1 of 2)				
	Physical, Earth, and Space Science Investigation	9781604310979 9781604310986	-			
	Physical, Earth, and Space Science Student Set	9781604311150				
	Physical, Earth, and Space Science Student Set				9781604311174	
	Physical, Earth, and Space Science Teacher Too bank, teacher edition DVD) * <i>free with the purch</i>	9781604311068				
	Physical, Earth, and Space Science Teacher Gui	de (included in teacher toolkit)			9781604311006	-
	Physical, Earth, and Space Science Teacher Gui	9781604311167				
	Physical, Earth, and Space Science Teacher Gui	9781604311181				
	Physical, Earth, and Space Science Teacher Res index, and blackline masters) (included in teacher	9781604311013				
	Physical, Earth, and Space Science Examview Te		r toolkit)		9781604311037	
	Physical, Earth, and Space Science Interactive D				9781604311198	
	Physical, Earth, and Space Science Puzzleview (9781604311969	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 62 of 170

TAB 11 Page 66

page 63 of 170

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
CPO Science	Physical, Earth, and Space Science	set (Continued)	2010	8-9		
	Physical, Earth, and Space Science Equipment A scale chart, bridge, buoyancy blocks, cloud chart cubes, digital meter, displacement tank, electric of lenses (set of 5), metal spring, navigational comp stand, rock & mineral cards, solar cell & motor, s accessories, telescope, temperature sensor, tree sets or for school districts that have fewer the 65% bonus towards equipment that accompa					
Delta Education LLC	FOSS Chemical Interactions Module (2 classes of 32 students)	Lowery	2005	6	9781583564424	Highly Recommended 97%
	Notes: Highly Recommended when using all three when using individual module alone. Correlation components is 100%. Key Features:		(See Notes)			
	G-6 Physical Science Literacy Pack (16 each of	9781609027278				
	DSM DNA: From Genes to Proteins Module (2 classes of 32 students)	Delta Education	2006	6	9781603950619	(See Above)
	Notes: Highly Recommended when using all three when using individual module alone. Correlation components is 100%. Key Features:					
	G-6 Biology Literacy Pack (16 of 1 student book)				9781609027285	
	FOSS Weather & Water Module (5 classes of 32 students)	Lowery	2005	6	9781592426508	(See Above)
	Notes: Highly Recommended when using all three when using individual module alone. Correlation components is 100%.					
	G-6 Earth & Space Systems Literacy Pack (16 e	each of 4 student books)			9781609027292	
	G-6 Idaho Planning Guide				9781609026608	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades 6-8 R=Resource Correlation*
Discovery Education, Inc.	Discovery Education Science Techbook for Idaho (Core Digital Path); Sixth Grade View (Adoption Length Subscription)	<u>Curriculum Dev Team</u> Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	6	9781617086793	R Highly Recommended 98%
	Notes: Highly Recommended as a "Resource Or Key Features: Science Techbook is a complete of world, inquiry-based science. Organized by grade engagement, inquiry, exploration, evaluation and interactive experiences, provide science content Content is continuously updated to remain current classrooms with existing computer access as well use of digital media as a primary tool for science learning. For this reason, Discovery Education in					
	Full educator and student access to Discovery Ed science Academic and Core Standards Teacher Guides: one per science teacher - up to DVDs; one per science teacher - up to 25 per sc	-				
	Professional Development will be based on the n site per building Allocations for Professional Development are as Number of Students Per Grade Level Purchased	-				
	 1 to 100 students: 1 Three-Hour Webinar Se 101 to 300 students: 2 Three-Hour Webinar 301 to 500 students: 1 On-Site Day of PD 					
	501+ students: 2 On-Site Days of PD Discovery Education Science Techbook for Idaho; Teacher Resource Library, Grade 6 (Ancillary) 9781617086946					
	Discovery Education Science Techbook for Idaho Discovery Education Science Techbook for Idaho Discovery Education Science Techbook for Idaho Discovery Education Science Techbook for Idaho	o; Elementary School DVD o; Elementary School Teacher Gu	ide	K-5 K-5 K-8	9781617087042 9781617086830 9781617086854 9781617086878	-
	Discovery Education Science Techbook for Idaho Discovery Education Science Techbook for Idaho Discovery Education Science Techbook for Idaho	9781617086847 9781617086847 9781617086861	_			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 64 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery Education, Inc.	Discovery Education Science Techbook for Idaho ((Core Digital Path); Seventh Grade View (Adoption Length Subscription)	Curriculum2Development Team7Fulton, McDonald,7Hagan, Cwalina,7Chadwick, Hope0'Brien, et al	2011	7	9781617086809	R 93%
	Notes: Recommended as a "Resource Only". C	CSS correlation of 100%.				
	Key Features: Science Techbook is a complete digital science basal resource designed to engage students in real- world, inquiry-based science. Organized by Idaho grade level and unit, Techbook provides teachers with powerful tools for engagement, inquiry, exploration, evaluation and remediation. A variety of digital resources: video, audio, text, and interactive experiences, provide science content while meeting the needs of students with different learning styles. Content is continuously updated to remain current with new scientific discoveries and events. Techbook can be used in classrooms with existing computer access as well as those with expanded student access. For some teachers, the use of digital media as a primary tool for science instruction will require a change in how they address teaching and learning. For this reason, Discovery Education includes extensive professional					
	Full educator and student access to Discovery Education Science Techbook at school and at home – address all					
	science Academic and Core Standards Teacher Guides: one per science teacher - up to 25 per school					
	DVDs; one per science teacher - up to 25 per school					
	Professional Development will be based on the number of students for the grade level purchased; up to 2 days on- site per building					
	Allocations for Professional Development are as follows: Number of Students Per Grade Level Purchased Level of PD					
	1 to 100 students: 1 Three-Hour Webinar Series					
	101 to 300 students: 2 Three-Hour Webinar Series					
	• 301 to 500 students:1 On-Site Day of PD 501+ students: 2 On-Site Days of PD					
	Discovery Education Science Techbook for Idaho	9781617086953	1			
	Discovery Education Science Techbook for Idaho	· · · · ·	(Ancillary)		9781617087059	4
	Discovery Education Science Techbook for Idaho			6-9	9781617086847	4
	Discovery Education Science Techbook for Idaho; Middle School Teacher Guide 6-9 9781617086861					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 65 of 170

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Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Science A Closer Look: Student Edition, Grade 6	Hackett, Moyer, Vasquez, et.al	2011	6	9780022880118	84%
	Notes: CCSS correlation of 86%. Key Features:					
	Science A Closer Look: Teacher Edition (3 Vol	ume Set) (Free 1:25 Student E	ditions Purchased)	6	9780022886493	
	StudentWorks [™] CD-ROM, Grade 6		,	6	9780022081195	
	StudentWorks [™] Plus Online 6-yr, Grade 6	Free 1:1 Student Editions Pure	chased)	6	9780022888015	
	StudentWorks™ Plus Online 1-yr, Grade 6			6	9780022887995	
	TeacherWorks™ Plus Online 6-yr (Free 1:2	5 Student Editions Purchased)		6	9780022887292	1
	TeacherWorks™ Plus Online 1-yr			6	9780022887285	1
	Teacher Resource Package (Free 1:25 Student Editions Purchased)			6	9780022886431	
	(included in TCR) TeacherWorks™ Plus CD-ROM			6	9780022081270	
	(included in TCR) Classroom Presentation Toolkit CD-ROM			6	9780022851873	7
	(included in TCR) Reading and Writing, Teacher Guide			6	9780022840624	
	(included in TCR) Activity Lab Book, Teacher Guide			6	9780022840419	
	(included in TCR) Math			6	9780022840068	
	(included in TCR) Visual Literacy			6	9780022841140	-
	(included in TCR) Assessment			6	9780022840228	
	(included in TCR) ELL Teacher Guide			6	9780022845667	
	(included in TCR) Transparencies for Visual Literacy			6	9780022841591	
	(included in TCR) School to Home Activities			6	9780022840846	
	Leveled Reader Libraries (1 each per title)			6	9780022841737	1
	Leveled Reader Teacher Guide			6	9780022852665	1
	Leveled Reader Teacher Guide (Blackline Mas	ter format)		1-6	9780022874445	1
	Reading and Writing, Student Edition			6	9780022840761	1
	Reading Essentials (Free 1:25 Student Edit	ions Purchased)		6	9780022881573	1
	Activity Lab Book, Student Edition (Free 1:2	5 Student Editions Purchased)		6	9780022840143	1
	Activity Flipchart	,		6	9780022841478	1
	Vocabulary Cards (Free 1:25 Student Edition	ns Purchased)		6	9780022842338	1
	Key Concept Cards	,		6	9780022841812	1
	Grade-Level Deluxe Equipment Kit			6	9780022853310	-
	Demonstration Kit			6	9780022853389	
	Grab 'n Go Activity Centers			6	9780022863753	1
	Explore Activity Kit			6	9780022863548	1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 66 of 170

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
McGraw-Hill	Science A Closer Look:, Grade 6 (Co	ntinued)	2011	6			
	Consumable Kits			6	9780022853464	1	
	Science Activity DVD (Free 1:25 Student Edit	ions Purchased)		6	9780022851798		
	Vocabulary PuzzleMaker CD-ROM (Free 1:25	5 Student Editions Purchased	1)	6	9780022851941		
	Operation: Science Quest CD-ROM (Free 1:2	5 Student Editions Purchase	d)	6	9780022849269		
	The Master Teacher Series			PD K-6	9780022849788		
	Integrated iScience: Student Edition, Course 1	Keeley, et al	2012	6	9780078880056	81%	
	Notes: CCSS correlation of 85%.					-	
	opportunities for inquiry allow students to explore and interact with each Big Idea in depth. Students are presented with Essential Questions in each lesson and are provided with varied alternative experiences to discover the answers. As part of the backwards design process, the entire program, including the labs and activities, the text, the visuals, and the assessments, was constructed to build student understanding of the Key Concepts behind the Essential Questions						
	Teacher Edition, Volume 1 (Free 1:35 Studer	9780078880414	-				
	Teacher Edition, Volume 2 (Free 1:35 Studer	9780076588664					
	StudentWorks [™] DVD, Grade 6 (Free 1:35 St				9780078939266	1	
	StudentWorks™ Plus Online 6-yr, Grade 6 (F	9780078955853	1				
	StudentWorks [™] Plus Online 1-yr, Grade 6	9780078955846					
	Student Edition with StudentWorks [™] Plus On	9780076602094					
	Student Edition with StudentWorks [™] Plus On	9780076602032					
	(included in TCR) Reading Essentials				9780078893889		
	Science Notebook				9780078894305		
	eTeacherEdition Online, 6-years (Free 1:35 S	tudent Editions Purchased)			9780078955860		
	Teacher Classroom Resources (includes Fast File Chapter Resources for every chapter) (Free 1:35 Student Editions Purchased)				9780078952210		
	(included in TCR) Reading Essentials Answer Key				9780078894091	1	
	(included in TCR) Science Notebook, Teache				9780078894367	1	
	(included in TCR) Blueprints for Success: Scie				9780078914850	1	
	eTeacherEdition DVD (Free 1:35 Student Edition				9780078939327	1	
	ExamView® Assessment Suite CD-ROM (Free 1	,	sed)		9780078935787	1	
	Classroom Presentation Toolkit CD-ROM (Free	9780078935848	-				

2011 Curricular Materials Selection Committee Recommendations

page 67 of 170

*Correlation to Science Standards

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Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Integrated iScience: Student Edition, Course 2	Keeley, et al	2012	7	9780078880063	94%
	Notes: CCSS correlation of 80%.					
	Key Features:					
	Teacher Edition, Volume 1 (Free 1:35 Stud	lent Editions Purchased)			9780078881053	
	Teacher Edition, Volume 2 (Free 1:35 Stud	,			9780076588671	
	StudentWorks [™] DVD, Grade 7 (Free 1:35				9780078939273	
	StudentWorks™ Plus Online 6-yr, Grade 7	,	chased)		9780078955884	
	StudentWorks™ Plus Online 1-yr, Grade 7				9780078955877	—
	Student Edition with StudentWorks [™] Plus 0	9780076602100				
	Student Edition with StudentWorks [™] Plus 0	9780076602049				
	(included in TCR) Reading Essentials	9780078893896				
	Science Notebook	9780078894312				
	eTeacherEdition Online, 6-years (Free 1:35	9780078955891				
	Teacher Classroom Resources (includes F	9780078952241				
	Editions Purchased) (included in TCR) Reading Essentials Answ	9780078894107				
	(included in TCR) Reading Essentials Answ (included in TCR) Science Notebook, Teacl	9780078894374				
	(included in TCR) Science Notebook, Teach (included in TCR) Blueprints for Success: S	9780078914850				
	eTeacherEdition DVD (Free 1:35 Student Edit	9780078939334				
	ExamView® Assessment Suite CD-ROM (Free	9780078935794				
	Classroom Presentation Toolkit CD-ROM (Fre	9780078935855				
	Integrated iScience: Student Edition, Course 3	Keeley, et al	2012	8	9780078880070	75% Physical Scienc
	Notes: Recommended for Physical Science Or correlation is 60% CCSS correlation of 70%.					
	Key Features:					
	Teacher Edition, Volume 1 (Free 1:35 Stud	9780078881060				
	Teacher Edition, Volume 2 (Free 1:35 Student Editions Purchased)				9780076588688	
	StudentWorks™ DVD, Grade 8 (Free 1:35 Student Editions Purchased)				9780078939280	
	StudentWorks™ Plus Online 6-yr, Grade 8 (Free 1:1 Student Editions Purchased)				9780078955914	_
	StudentWorks™ Plus Online 1-yr, Grade 8	9780078955907				
	Student Edition with StudentWorks [™] Plus (9780076602117				

2011 Curricular Materials Selection Committee Recommendations

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page 68 of 170

Grades 6-8

						Grades
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Integrated iScience: Course 3 (Continued) 2012			8		
	Student Edition with StudentWorks™ Plus Online, 1-yr, Grade 8			8	9780076602056	1
	(included in TCR) Reading Essentials			8	9780078893902	
	Science Notebook				9780078894329	
	eTeacherEdition Online, 6-years (Free 1:35 Student Editions Purchased)			8	9780078955921	
	Teacher Classroom Resources (includes Fast File Chapter Resources for every chapter) (Free 1:35 Student Editions Purchased)			8	9780078952272	
	(included in TCR) Reading Essentials Answer Key			8	9780078894114	1
	(included in TCR) Science Notebook, Teacher Edition			8	9780078894381	
	(included in TCR) Blueprints for Success: Science Classroom that Work			8	9780078914850	1
	eTeacherEdition DVD (Free 1:35 Student Editions Purchased)			8	9780078939341	
	ExamView® Assessment Suite CD-ROM (Free 1:35 Student Editions Purchased)			8	9780078935800	
	Classroom Presentation Toolkit CD-ROM (Free 1:35 Student Editions Purchased)			8	9780078935862	
	(included in TCR) Dinah Zike's Teacher Math & Science with Foldables®			6-12	9780078693847	
	Dinah Zike's Teaching Math & Science with Foldables® CD-ROM (Free per School with purchase of Program)			6-12	9780078290350	
	ActiveFolders for Differentiated Instruction Earth Science (Free per School with purchase of Program)			6-12	9780078741074	
	ActiveFolders for Differentiated Instruction Life Science (Free per School with purchase of Program)			6-8	9780078741081	-
	ActiveFolders for Differentiated Instruction Physics (Free per School with purchase of Program)			6-10	9780078741098	
	ActiveFolders for Differentiated Instruction Chemistry (Free per School with purchase of Program)			6-10	9780078741067	
	What's Science Got To Do With It? DVD (Free per School with purchase of Program)			6-8	9780078742163	
	Weather Classroom Video Package DVD (Free per School with purchase of Program)			6-10	9780078741357	
	Interactive Dissections: Frog CD-ROM (30 Free per School with purchase of Program)			6-8	9780078925573	
	Interactive Dissections: Frog Online, 6-years			6-8	9780078925597	
	Interactive Dissections: Frog Online, 1-years			6-8	9780078762314	
	Interactive Dissections: Earthworm CD-ROM (30 Free per School with purchase of Program)			6-8	9780078925580	
	Interactive Dissections: Earthworm Online, 6-years			6-8	9780078925603	
	Interactive Dissections: Earthworm Online, 1-years			6-8	9780078944628	1
	Reading YES! Reading Strategies for Middle School Science (Free per School with purchase of Program)			PD 6-8	9780078749896]
	Science YES! Educational Strategies for Professional Development (Free per School with purchase of Program)			PD 6-8	9780078749902	1
	Science YES! Teaching Middle School Science (Free per School with purchase	of Program)	PD 6-8	9780078749919	1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 69 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
McGraw-Hill	Earth & Space iScience: Student Edition	Keeley, et al	2012	6-9	9780078880032	Recommend w/ Reservations 93% Earth Science	
	Notes: Recommended with reservations due to organization. Recommended as "Resource Only" for Physical science at a 64% correlation; 6 th grade science at a 66% correlation and 7 th grade at a 63% correlation. CCSS correlation of 85%.						
	Key Features: Is an innovative and engaging middle school earth science program. Each chapter focuses on a Big Idea that students explore using the 5E lesson cycle of Engage, Explore, Explain, Evaluate, and Extend. Multiple opportunities for inquiry allow students to explore and interact with each Big Idea in depth. Students are presented with Essential Questions in each lesson and are provided with varied alternative experiences to discover the answers. As part of the backwards design process, the entire program, including the labs and activities, the text, the visuals, and the assessments, was constructed to build student understanding of the Key Concepts behind the Essential Questions.						
	Teacher Edition, Volume 1 (Free 1:35 Stude	9780078880391					
	Teacher Edition, Volume 2 (Free 1:35 Stude	9780076588640					
	StudentWorks™ DVD (Free 1:35 Student Ed	9780078939242					
	StudentWorks™ Plus Online 6-yr (Free 1:1 S	9780078955792					
	StudentWorks [™] Plus Online 1-yr	9780078955785					
	Student Edition with StudentWorks™ Plus Or	9780076602131					
	Student Edition with StudentWorks [™] Plus Or	9780076602070					
	Spanish Student Edition	9780078960215					
	(included in TCR) Reading Essentials	9780078893865					
	Science Notebook	9780078894282					
	eTeacherEdition Online, 6-years(Free 1:35 S	9780078955808					
	Teacher Classroom Resources (includes Fas	9780078952159					
	Editions Purchased)		_				
	(included in TCR) Reading Essentials Answe	9780078894077	_				
	(included in TCR) Science Notebook, Teache	9780078894343	_				
	(included in TCR) Blueprints for Success: Sci	9780078914850	_				
	eTeacherEdition DVD (Free 1:35 Student Edition	9780078939303	_				
	ExamView® Assessment Suite CD-ROM (Free	9780078935725	_				
	Classroom Presentation Toolkit CD-ROM (Free Purchased)	9780078935817					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 70 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
McGraw-Hill	Life iScience: Student Edition	Keeley, et al	2012	6-8	9780078880025	Highly Recommended 92% 7 th grade Science		
	Notes: Highly recommended for grade 7 science correlation; 6 th grade science at a 57% correlation							
	Key Features: Is an innovative and engaging mi Idea that students explore using the 5E lesson of opportunities for inquiry allow students to explor with Essential Questions in each lesson and are answers. As part of the backwards design proce visuals, and the assessments, was constructed Essential Questions.							
	Teacher Edition, Volume 1 (Free 1:35 Stude	9780078880377						
	Teacher Edition, Volume 2 (Free 1:35 Stude	9780076588626						
	StudentWorks™ DVD (Free 1:35 Student Ea	9780078939235						
	StudentWorks™ Plus Online 6-yr (Free 1:1 S	9780078955761						
	StudentWorks [™] Plus Online 1-yr	9780078955754						
	Student Edition with StudentWorks [™] Plus O	9780076602124						
	Student Edition with StudentWorks [™] Plus O	9780076602063						
	Spanish Student Edition	9780078960222						
	(included in TCR) Reading Essentials	9780078893858						
	Science Notebook	9780078894275						
	eTeacherEdition Online, 6-years (Free 1:35	9780078955778						
	Teacher Classroom Resources (includes Fas Editions Purchased)	9780078952128						
	(included in TCR) Reading Essentials Answe	9780078894060						
	(included in TCR) Science Notebook, Teache	9780078894336						
	(included in TCR) Blueprints for Success: Sc	9780078914850						
	eTeacherEdition DVD (Free 1:35 Student Editio	9780078939297						
	ExamView® Assessment Suite CD-ROM (Free	9780078934513						
	Classroom Presentation Toolkit CD-ROM (Free	9780078935824						

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 71 of 170

Science Grades 6-8

page 72 of 170

CONSENT - SDE	Ξ
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Physical iScience: Student Edition	Keeley, et al	2012	6-9	9780078880049	Recommend w/ Reservations 78% Physical Science
	Notes: Recommended with reservations, lacks ke 74% correlation; 6 th grade science at a 50% correct 100%. Key Features: Is an innovative and engaging mid Idea that students explore using the 5E lesson cy opportunities for inquiry allow students to explore with Essential Questions in each lesson and are p answers. As part of the backwards design process visuals, and the assessments, was constructed to Essential Questions. Teacher Edition, Volume 1 (<i>Free 1:35 Student</i> StudentWorks™ DVD (<i>Free 1:35 Student Editi</i> StudentWorks™ Plus Online 6-yr (<i>Free 1:1 St</i> StudentWorks™ Plus Online 1-yr Student Edition with StudentWorks™ Plus Online Student Edition Noline, 6-years (<i>Free 1:35 S</i> Teacher Classroom Resources (<i>includes Fast</i>	elation and 7 th grade at a 55% corr dle school earth science program rcle of Engage, Explore, Explain, f and interact with each Big Idea ir provided with varied alternative ex s, the entire program, including th b build student understanding of th at Editions Purchased) at Editions Purchased) it ditions Purchased) udent Editions Purchased) line, 6-yr line, 1-yr	elation. CCSS of Each chapter for Evaluate, and Ext a depth. Students speriences to disc le labs and activit he Key Concepts	prrelation of cuses on a Big end. Multiple are presented over the ies, the text, the behind the	9780078880407 9780076588657 9780076588657 9780078939259 9780078955822 9780078955815 9780076002148 9780076002148 9780076002087 9780078960239 9780078960239 9780078894299 9780078895839 9780078955839 9780078955839	Physical Science
	Editions Purchased) (included in TCR) Reading Essentials Answer (included in TCR) Science Notebook, Teacher (included in TCR) Blueprints for Success: Scie eTeacherEdition DVD (Free 1:35 Student Edition ExamView® Assessment Suite CD-ROM (Free 1 Classroom Presentation Toolkit CD-ROM (Free 1	9780078894084 9780078894350 9780078914850 9780078939310 9780078935749 9780078935831				

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Interactive Science Science and Technology Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133734973	R 60% Earth (See Notes)
	Notes: Must purchase chemistry, forces & energ 100% correlation to physical science standards. 56% to grade 6; 60% to grade 7; 43% to earth; &	Recommended as "Resourc	e Only" as separate unit	t. Correlates		
	Science and Technology Student Edition eBook (Science and Technology MyScienceOnline.com (Science and Technology Teacher's Edition and F Science and Technology Teacher's Lab Resourc	6-year Student Access Resources All-in-One			9780133705621 9780133705041 9780133693553 9780133705355	
	Interactive Science Earth's Structure Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133734874	See Notes
	Notes: Must purchase all four earth units as a con Recommended as "Resource Only" when using a to earth; & 42% to physical. CCSS correlation of					
	Earth's Structure Student Edition eBook CD-ROM Earth's Structure MyScienceOnline.com 6-year S Earth's Structure Teacher's Edition and Resource Earth's Structure Teacher's Lab Resource	9780133705713 9780133705089 9780133693607 9780133705454				
	Interactive Science Earth's Surface Student Edition and Digital Path 6- Year Student License	Buckley	2011	6-9	9780133734867	See Notes
	Notes: Component of previous unit. Must purcha Earth Science standards. Recommended as "Re grade 6; 44% to grade 7; 45% to earth; & 42% to					
	Earth's Surface Student Edition eBook CD-ROM Earth's Surface MyScienceOnline.com 6-year Stu Earth's Surface Teacher's Edition and Resources	9780133705737 9780133705096 9780133693614				
	Earth's Surface Teacher's Lab Resource				9780133705478	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 73 of 170

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Pearson Prentice Hall	Interactive Science Water and the Atmosphere Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133735192	See Notes		
	Notes: Component of previous unit. Must purcha Earth Science standards. Recommended as "Re grade 6; 46% to grade 7; 42% to earth; & 43% to	esource Only" when using as se physical. CCSS correlation of	parate unit. Correlat	es 51% to				
	Water and the Atmosphere Student Edition eBoo				9780133705751			
	Water and the Atmosphere MyScienceOnline.com				9780133705119			
	Water and the Atmosphere Teacher's Edition and				9780133693621			
	Water and the Atmosphere Teacher's Lab Resou	lice			9780133705492			
	Interactive Science Astronomy and Space Science Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133734829	See Notes		
	Notes: Component of previous units. Must purch Earth Science standards. Recommended as "Re grade 6; 43% to grade 7; 45% to earth; & 40% to							
	Astronomy and Space Science Student Edition e	9780133705768						
	Astronomy and Space Science MyScienceOnline	9780133705126						
	Astronomy and Space Science Teacher's Edition	9780133693638						
	Astronomy and Space Science Teacher's Lab Re	9780133705522						
	Interactive Science Ecology and the Environment Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-7	9780133734881	See Notes		
	Notes: Must purchase Diversity of life, cells & he a complete set for 100% correlation to grade 7 st							
	separate unit. CCSS correlation of 100% as a co	inpiele sel.		Ecology and the Environment Student Edition eBook CD-ROM				
	separate unit. CCSS correlation of 100% as a co	•			9780133705799			
	separate unit. CCSS correlation of 100% as a co Ecology and the Environment Student Edition eB	Book CD-ROM			9780133705799 9780133705133			
	separate unit. CCSS correlation of 100% as a co	ook CD-ROM com 6-year Student Access						

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 74 of 170

Science
Grades 6-8
R=Resource

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Pearson Prentice Hall	Interactive Science Cells and Heredity Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-7	9780133734843	See Notes		
	Notes: Must purchase Diversity of life, cells & her a complete set for 100% correlation to grade 7 sta separate unit correlating 41% to grade 6 and 53%	andards. Recommended as	"Resource Only" when	used as				
	Key Features:							
	Cells and Heredity Student Edition eBook CD-RC				9780133705829			
	Cells and Heredity MyScienceOnline.com 6-year				9780133705140			
	Cells and Heredity Teacher's Edition and Resour	ces All-in-One			9780133693669			
	Cells and Heredity Teacher's Lab Resource				9780133705560			
	Interactive Science The Diversity of Life Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-7	9780133734850	See Notes		
	Notes: Must purchase Diversity of life, cells & her a complete set for 100% correlation to grade 7 sta separate unit correlating 41% to grade 6 and 60%							
	The Diversity of Life Student Edition eBook CD-R	9780133705836						
	The Diversity of Life MyScienceOnline.com 6-yea	9780133705157						
	The Diversity of Life Teacher's Edition and Resou	9780133693676						
	The Diversity of Life Teacher's Lab Resource				9780133705584			
	Interactive Science Human Body Systems Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-7	9780133734959	See Notes		
	Notes: Must purchase Diversity of life, cells & her a complete set for 100% correlation to grade 7 sta separate unit correlating 36% to grade 6 and 50%							
	Human Body Systems Student Edition eBook CD	-ROM			9780133705874	1		
	Human Body Systems MyScienceOnline.com 6-y	rear Student Access			9780133705164]		
	Human Body Systems Teacher's Edition and Res	sources All-in-One			9780133693683			
	Human Body Systems Teacher's Lab Resource				9780133705614			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 75 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Pearson Prentice Hall	Interactive Science Introduction to Chemistry Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133734836	See Notes			
	Notes: Must purchase chemistry, forces & energy, sound & light and technology as a complete set for 100% correlation tophysical science standards. Recommended as "Resource Only" when used as a separate unit correlation 50% to grade 6; 40% to grade 7; 70% to earth; and 82% to physical science CCSS correlation of 100% as a complete set.								
	Key Features:								
	Introduction to Chemistry Student Edition eBook				9780133705645	4			
	Introduction to Chemistry MyScienceOnline.com				9780133705058	4			
	Introduction to Chemistry Teacher's Edition and F Introduction to Chemistry Teacher's Lab Resource	9780133693577 9780133705386	4						
	,								
	Interactive Science Forces and Energy Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133734928	See Notes			
	Notes: Must purchase chemistry, forces & energy, sound & light and science & technology as a complete set for 100% correlation tophysical science standards. Recommended as "Resource Only" when used as a separate unit correlation 40% to grade 6; 39% to grade 7; 52% to earth; and 58% to physical science CCSS correlation of 100% as a complete set.Key Features:								
	Forces and Energy Student Edition eBook CD-R	9780133705676	-						
	Forces and Energy MyScienceOnline.com 6-year	9780133705065 9780133693584							
		Forces and Energy Teacher's Edition and Resources All-in-One							
	Forces and Energy Teacher's Lab Resource				9780133705393				
	Interactive Science Sound and Light Student Edition and Digital Path 6-Year Student License	Buckley	2011	6-9	9780133735161	See Notes			
	Notes: Must purchase chemistry, forces & energy, sound & light and science & technology as a complete set for 100% correlation tophysical science standards. Recommended as "Resource Only" when used as a separate unit correlation 30% to grade 6; 28% to grade 7; 39% to earth; and 32% to physical science CCSS correlation of 100% as a complete set.Key Features:								
	Sound and Light Student Edition eBook CD-ROM	9780133705683	1						

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 76 of 170

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	Grades 6 R=Resource Correlation*
Pearson Prentice Hall	Interactive Science Sound and Light					
	Sound and Light MyScienceOnline.com 6-year S	tudent Access			9780133705072	
	Sound and Light Teacher's Edition and Resource	es All-in-One			9780133693591	
	Sound and Light Teacher's Lab Resource				9780133705416	
	Interactive Science Program-Wide Resources Ex	amView Assessment Suite			9780132523721	
	Interactive Science Program-Wide Resources Pr				9780133698640	
	Interactive Science Program-Wide Resources My				9780132518840	
	Interactive Science Program-Wide Resources Ur	ntamed Science Video Series: C	hapter Adventures (DVD)	9780133735611	
	Interactive Science Program-Wide Resources Ch	apter Activities and Projects			9780133698534	
	Interactive Science Program-Wide Resources ST	EM Handbook			9780133174335	
	Interactive Science Program-Wide Resources Dł	9780133733129				
	Interactive Science Program-Wide Resources Science	9780133698787				
	Interactive Science Program-Wide Resources Ind	9780133698497				
	Interactive Science Program-Wide Resources Inc	9780133698503				
	Interactive Science Program-Wide Resources Ind	9780133698510				
	Pearson Earth Science Student	Tarbuck	2011	8-9	9780133163933	Highly
	Edition					Recommended 92% Earth
	Notes: Highly recommended. CCSS correlation					
	Key Features:					
	Pearson Earth Science Interactive Textbook 6-Ye	9780133627701				
	Pearson Earth Science Guided Reading and Stu	dy Workbook, Student Edition A			9780133627619	
	Pearson Earth Science Guided Reading and Stu		9780133627565	7		
	Pearson Earth Science Standardized Test Prep				9780131662544	7
	Pearson Earth Science StudentExpress CD-ROM	1			9780133627718	7
	Pearson Earth Science Lab Manual, Student Edi	tion			9780133627886	7
	Pearson Earth Science Teacher's Edition	9780133163926	7			
	Pearson Earth Science Teaching Resources	9780133648645	7			
	Pearson Earth Science Guided Reading and Stu	dy Workbook, Teacher Edition A	l l		9780133627626	7
	Pearson Earth Science Guided Reading and Stu				9780133627589	7
	Pearson Earth Science Lesson Plans				9780133627633	
	Pearson Earth Science Progress Monitoring Ass	essments			9780133627640	7

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 77 of 170

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice	Pearson Earth Science (Continued)		2011	8-9		
Hall	Pearson Earth Science Chapter Tests and Answ	ver Kev		•••	9780133627664	-
. Ian	Pearson Earth Science Color Transparencies	of Roy			9780131259041	—
	Pearson Earth Science Teacher Online Access	Pack			9780133627879	—
	Pearson Earth Science TeacherExpress CD-RO				9780133627596	—
	Pearson Earth Science ExamView Computer Te		D-ROM		9780133627695	
	Pearson Earth Science Lab Manual, Teacher's E				9780133627893	
	Pearson Physical Science Student Edition	Frank	2011	8-9	9780133163940	Highly Recommended 96%
	Notes: Highly recommended. CCSS correlation			Physical Science		
	Key Features:					
	Pearson Physical Science Interactive Textbook	9780133180824				
	Pearson Physical Science Guided Reading and	9780133628203				
	Pearson Physical Science Guided Reading and	9780133628326				
	Pearson Physical Science Math Skills and Problem	9780131258891				
	Pearson Physical Science Standardized Test Pr	9780131256682				
	Pearson Physical Science Probeware Lab Manu	9780130699763				
	Pearson Physical Science Lab Manual, Student	9780130699756				
	Pearson Physical Science StudentExpress CD-F	9780133628289 9780133628616				
		Pearson Physical Science Virtual Physical Science Lab CD-ROM, Single-User Version				
	Pearson Physical Science Teacher's Edition	9780133163971				
	Pearson Physical Science Core Teaching Resou		11.1 A		9780133648409	
	Pearson Physical Science Guided Reading and				9780133628210	
	Pearson Physical Science Guided Reading and		9780133628333			
	Pearson Physical Science Standardized Test Pr	9780131153202				
	Pearson Physical Science Test-Taking Tips with		9780131256439	_		
	Pearson Physical Science Color Transparencies				9780133628258	_
	Pearson Physical Science Teacher Online Acces				9780133628395	_
	Pearson Physical Science TeacherExpress CD-				9780133628272	_
	Pearson Physical Science PresentationExpress				9780133628364	_
	Pearson Physical Science ExamView Test Bank	and Assessment Suite CD-R			9780133628265	

2011 Curricular Materials Selection Committee Recommendations

page 78 of 170

*Correlation to Science Standards

Science

Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Specialized Curriculum	ScienceSaurus: A Student Handbook Grades 6-8 Softcover	Houghton Mifflin Harcourt	2006	6-9	9780669529166	R See Notes
Group, a division of HMH (Great Source)	Notes: Recommend as "Resource Only" Use s Correlation as complete set is: 62% for grade 6; correlation is 50%.					
	ScienceSaurus: A Student Handbook Grades 6-	-8 Hardcover			9780669529159	
	ScienceSaurus Grades 6-8 (Hardcover) with Life Science Daybook	Houghton Mifflin Harcourt	2006/ 2003	6-9	9780669509885	R See Notes
	Notes: Recommend as "Resource Only" Use s Correlation as complete set is: 62% for grade 6; correlation is 50%.					
	ScienceSaurus Grades 6-8 (Softcover) with Life	9780669509908				
	ScienceSaurus Grades 6-8 (Hardcover) with Ea	9780669509915				
	ScienceSaurus Grades 6-8 (Softcover) with Ear	9780669509922				
	ScienceSaurus Grades 6-8 (Hardcover) with Ph	9780669509939				
	ScienceSaurus Grades 6-8 (Softcover) with Phy	9780669509946				
	ScienceSaurus Grades 6-8 (Hardcover) with Life	9780669509953				
	ScienceSaurus Grades 6-8 (Softcover) with Life	9780669509960 9780669511673	-			
	Science Daybook: Grade 5 Teacher's Edition					
	Science Daybook: Life Science Student Book (5-Pack)	Houghton Mifflin Harcourt	2003	6-9	9780669531794	R See Notes
	Notes: Recommend as "Resource Only" Use s Correlation as complete set is: 62% for grade 6; correlation is 50%.					
	Science Daybook: Life Science Teacher's Edition	9780669492507	1			
	Science Daybook: Earth Science Student Book	9780669531800]			
	Science Daybook: Earth Science Teacher's Edit		9780669492514]		
	Science Daybook: Physical Science Student Bo				9780669531817	
	Science Daybook: Physical Science Teacher's E				9780669492521	
	*Upon request, one per teacher with the purcha	se of 50 Student Books, on an a	as needed basis, year	of purchase.		

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 79 of 170

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
XCAL Corporation / LJ Create	Scitex Learning Grade 6 Teacher	X-CAL Corporation /L.J. Create	04-2011	6	9781907423345	R Highly Recommended 92%
	Notes: Highly recommend as "Resource Only"	CCSS correlation is 100%.	· ·			
	Key Features: Standards based instruction with inquiry, on-line experiments, simulation, benchn					
	Scitex Learning Grade 6 Student	9781907423338				
	Scitex Learning Grade 7 Teacher	X-CAL Corporation /L.J. Create	04-2011	7	9781907423352	R 73%
	Notes: Recommended as a "Resource Only". (Key Features: Standards based instruction with inquiry, on-line experiments, simulation, benchm					
	Scitex Learning Grade 7 Student		-		9781907423369	
	Scitex Learning Grade 8 Teacher	X-CAL Corporation/L.J. Create	04-2011	8	9781907423383	R 77% Physical 36% Earth
	Notes: Recommended as a "Resource Only".					
	Key Features: Standards based instruction with inquiry, on-line experiments, simulation, benchn					
	Scitex Learning Grade 8 Student	9781907423376	7			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 80 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
		Scien	се				
CPO Science	Physical, Earth, and Space Science Student Book set (includes volumes 1 & 2)	Tom Hsu	2010	8-9	9781604310993	Recommended Physical = 90% Earth = 80%	
	Notes: Recommended for Physical and Earth Sc 80%. Key Features:	ience Courses. CCSS corre	elation to five specific co	mponents is			
		Physical. Earth, and Space Science Student Textbook (vol. 1 of 2)					
	Physical, Earth, and Space Science Student Text	9781604310979 9781604310986					
	Physical, Earth, and Space Science Student Set				9781604311150	-	
	Physical, Earth, and Space Science Student Set				9781604311174		
	Physical, Earth, and Space Science Teacher Too bank, teacher edition DVD) * free with the purch	I Kit (contains teacher guide	e, teacher resource CD,	examview test	9781604311068		
	Physical, Earth, and Space Science Teacher Gui	9781604311006	-				
	Physical, Earth, and Space Science Teacher Gui		1		9781604311167	_	
	Physical, Earth, and Space Science Teacher Gui				9781604311181		
	Physical, Earth, and Space Science Teacher Res index. and blackline masters) (included in teacher	9781604311013	-				
	Physical, Earth, and Space Science Examview Te	est Bank CD (included in tea	acher toolkit)		9781604311037		
	Physical, Earth, and Space Science Interactive D				9781604311198		
	Physical, Earth, and Space Science Puzzleview C		/		9781604311969	-	
	Physical, Earth, and Space Science Equipment K scale chart, bridge, buoyancy blocks, cloud chart,	9781604311075					
	cubes, digital meter, displacement tank, electric c lenses (set of 5), metal spring, navigational comp stand, rock & mineral cards, solar cell & motor, so accessories, telescope, temperature sensor, tree sets or for school districts that have fewer that 65% bonus towards equipment that accompan	ircuits, electromagnet pack, ass, optics with light & color bund & waves, spring scales rings & time kit, wave tray) an 30 students; for every co	energy car, geobox, glo r, pendulum, periodic tab s, stream table & stage v * free with the purchas	bbe, magnifying ble tiles, physics vith ce of 30 book			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 81 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Earth Scier	ice			
Discovery Education Inc.	Discovery Education Science Techbook for Idaho (Core Digital Path); Earth Science View (Adoption Length Subscription)	Curriculum Dev Team Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	8-9	9781617086816	R 82%
	Notes: Recommended as a "Resource Only".	CSS correlation of 55%.				
	Key Features: Science Techbook is a complete digital science basal resource designed to engage students in real- world, inquiry-based science. Organized by grade level and unit, Techbook provides teachers with powerful tools for engagement, inquiry, exploration, evaluation and remediation. A variety of digital resources: video, audio, text, and interactive experiences, provide science content while meeting the needs of students with different learning styles. Content is continuously updated to remain current with new scientific discoveries and events. Techbook can be used in classrooms with existing computer access as well as those with expanded student access. For some teachers, the use of digital media as a primary tool for science instruction will require a change in how they address teaching and learning. For this reason, it includes extensive professional development as part of the pricing for the adoption.					
	Full educator and student access to Discovery E science Academic and Core Standards					
	Teacher Guides: one per science teacher - up t		-			
	DVDs; one per science teacher - up to 25 per s					
	Professional Development will be based on the r site per building	-	evel purchased; up	o to 2 days on-		_
	Allocations for Professional Development are as Number of Students Per Grade Level Purchased					
	• 1 to 100 students: 1 Three-Hour Webinar S					
	• 101 to 300 students: 2 Three-Hour Webina					
	301 to 500 students:1 On-Site Day of PD					
	• 501+ students: 2 On-Site Days of PD					_
	Discovery Education Science Techbook for Idah Discovery Education Science Techbook for Idah				9781617086960 9781617087066	-
		o, Student Resource DOOK, Earth	Science (Ancillary))	9101011001000	

2011 Curricular Materials Selection Committee Recommendations

page 82 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Earth Science: Student Edition	Mead A. Allison, Arthur T. DeGaetano, Jay M. Pasachoff	2010	9-12	9780554005393	Highly Recommended 96%
	Notes: Highly Recommended. CCSS correlat	ion of 100%.				
	Holt McDougal Earth Science: Teacher's Edition		2010	9-12	9780554005799	
	Holt McDougal Earth Science: Student Edition.		2010	9-12	9780554015606	
	Holt McDougal Earth Science: Interactive Reader and Study Guide		2010	9-12	9780554033419	_
	Holt McDougal Earth Science: Student One-Stop CD-ROM		2010	9-12	9780554015873	
	Holt McDougal Earth Science: ThinkCentral, S		2010	9-12	9780554016283	1
	Holt McDougal Earth Science: ThinkCentral, S	tudent Access (6-Yr Subscription)	2010	9-12	9780554016290	7
	Holt McDougal Earth Science: Strategies for E	nglish Language Learners	2010	9-12	9780554016221	
	Science Skills Workshop: Reading in the Conte		2010	9-12	9780030644245	-
	Holt McDougal Earth Science: Virtual Investiga	tions CD-ROM	2008	9-12	9780554016344	
	Holt McDougal Earth Science: Virtual Investiga	tions, Network License	2010	9-12	9780554016368	
	Holt McDougal Earth Science: Virtual Investigations, Site License		2010	9-12	9780554016351	
	Holt McDougal Earth Science: Teacher One Stop DVD		2010	9-12	9780554015866	
	Holt McDougal Earth Science: Interactive Reader and Study Guide Answer Key		2010	9-12	9780554033402	
	Holt McDougal Earth Science: ThinkCentral, Teacher Access (1-Yr Subscription)		2010	9-12	9780554018584	
	Holt McDougal Earth Science: ThinkCentral, Teacher Access (6-Yr Subscription)		2010	9-12	9780554015842	
	Holt McDougal Earth Science: Chapter Resour	Holt McDougal Earth Science: Chapter Resources		9-12	9780554015880	
	Holt McDougal Earth Science: Teaching Trans	parencies	2010	9-12	9780554016238	
	Holt McDougal Earth Science: Directed Readir	g Workbook	2010	9-12	9780554016207	_
	Holt McDougal Earth Science: Review Guide	-	2010	9-12	9780554016191	
	Holt McDougal Earth Science: Long-Term Proj	ects Booklet with Answer Keys	2010	9-12	9780554016214	
	Laboratory Manager's Professional Reference		2010	9-12	9780030649219	
	Science Skills Workshop: Reading in the Conte	ent Area Teacher's Edition	2010	9-12	9780030644238	
	College Entrance Exams Practice for Science,	Practice Tests for ACT	2008	9-12	9780554021607	
	College Entrance Exam Practice for Science, F	Practice Tests Answer Key for ACT	2008	9-12	9780554021638	
	Holt McDougal Earth Science: Assessment Gu	ide, Spanish	2010	9-12	9780554016252	
	Holt McDougal Earth Science: Review Guide,	Spanish	2010	9-12	9780554016245	
	Holt McDougal Earth Science: Earth and Envir	onmental Science Lab Generator	2008	9-12	9780554016313	
	Holt McDougal Earth Science: Guided Reading	Audio Program	2008	9-12	9780554016733	
	Holt McDougal Earth Science: Guided Reading	Audio Program, Spanish	2010	9-12	9780554016276	
	Holt McDougal Earth Science: Unit Videos with	Geology Field Trip DVD	2010	9-12	9780554016320	

2011 Curricular Materials Selection Committee Recommendations

page 83 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Earth & Space iScience: Student Edition	Keeley, et al	2012	6-9	9780078880032	Recommend w/ Reservations
	Notes: Recommended with reservations due to o Science at 64% correlation; 6 th grade science at correlation of 85%.	organization. Recommended 66% correlation and 7 th grade	as "Resource Only" for e science at 63% corre	Physical lation. CCSS		93% Earth Science
	Key Features: Is an innovative and engaging ea students explore using the 5E lesson cycle of Er opportunities for inquiry allow students to explore with Essential Questions in each lesson and are answers. As part of the backwards design proce visuals, and the assessments, was constructed to Essential Questions.					
	Teacher Edition. Volume 1 (Free 1:35 Stude	nt Editions Purchased)			9780078880391	-
	Teacher Edition, Volume 2 (Free 1:35 Stude	9780076588640				
	StudentWorks™ DVD (Free 1:35 Student Ed	9780078939242				
	StudentWorks™ Plus Online 6-yr (Free 1:1 S	9780078955792				
	StudentWorks™ Plus Online 1-yr	9780078955785				
	Student Edition with StudentWorks™ Plus Or	9780076602131				
	Student Edition with StudentWorks™ Plus Or	9780076602070				
	Spanish Student Edition				9780078960215	
	(included in TCR) Reading Essentials				9780078893865	
	Science Notebook				9780078894282	
	eTeacherEdition Online, 6-years(Free 1:35 S	tudent Editions Purchased)			9780078955808	
	Teacher Classroom Resources (includes Fas Editions Purchased)	t File Chapter Resources for	every chapter) (Free 1:	35 Student	9780078952159	
	(included in TCR) Reading Essentials Answe	r Key			9780078894077	
	(included in TCR) Science Notebook, Teache	9780078894343				
	(included in TCR) Blueprints for Success: Sci	9780078914850				
	eTeacherEdition DVD (Free 1:35 Student Edition	,			9780078939303	
	ExamView® Assessment Suite CD-ROM (Free		sed)		9780078935725	
	Classroom Presentation Toolkit CD-ROM (Free Purchased)	1:35 Student Editions			9780078935817	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 84 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*				
McGraw-Hill	Earth Science: Geology, the	Borrero, et.al	2008	9-10	9780078746369	R				
	Environment, and the Universe;					Recommend w/				
	Student Edition					Reservations				
	Notes: Recommended as "Resource Only" with	reservations CCSS correlation	on of 100%	1						
	Teacher Edition (Free 1:50 Student Edition	9780078750458	65%							
	StudentWorks™ CD-ROM (Free 1:50 Stude	9780078888342								
	StudentWorks [™] DVD	9780078787454	-							
	StudentWorks™ Plus Online 6-yr (Free 1:1	9780078946431								
	StudentWorks [™] Plus Online 1-yr	9780078946424								
	Student Edition with StudentWorks [™] Plus 0	9780078943386								
	Student Edition with StudentWorks [™] Plus 0	9780078943379								
	Science Notebook, Student Edition (Free 1:	9780078792038	-							
	Laboratory Activities Manual, Student Editio	9780078791970								
	Exploring Environmental Problems, Student	Edition (Free 1:50 Student Ed	itions Purchased)		9780078792052					
	Standardized Test Prep, Student Edition (Fi	9780078792076								
	Teacher Classroom Resources (Free 1:50 S	9780078781223								
	(included in TCR) Performance Assessmen	9780078254536	-							
	(included in TCR) Performance Assessmen	9780078800467								
	(included in TCR) Laboratory Manual, Teac	9780078791963								
	(included in TCR) Exploring Environmental	(included in TCR) Exploring Environmental Problems, Teacher Edition								
	(included in TCR) Science Notebook, Teach	er Annotated Edition			9780078792021	-				
	Section Focus Transparencies				9780078792007					
	Teaching Transparencies				9780078791987					
	(included in TCR) Standardized Tests, Tead	cher Edition			9780078792069					
	(included in TCR) ELL Strategies for Science	e			9780078296611	7				
	(included in TCR) Laboratory Management	and Safety in the Science Clas	sroom		9780078254543					
	TeacherWorks [™] Plus CD-ROM (Free 1:50	Student Editions Purchased)			9780078888335					
	TeacherWorks [™] Plus DVD				9780078787430]				
	ExamView® Assessment suite CD-ROM (F	9780078787447								
	Interactive Chalkboard CD-ROM (Win)				9780078888359	_				
	Interactive Chalkboard CD-ROM (Mac)				9780078895425					
	Interactive Chalkboard DVD (Free 1:50 Studer	,			9780078787461					
	LabManager™ CD-ROM (Free 1:50 Student E	,			9780078772467					
	What's Earth Science Got To Do With It? DVD	(Free 1:50 Student Editions Pu	urchased)		9780078689987					

2011 Curricular Materials Selection Committee Recommendations

page 85 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Pearson Earth Science Student Edition	Tarbuck	2011	8-9	9780133163933	Highly Recommended 92% Earth
	Notes: Highly recommended. CCSS correlation	n of 65%				_
	Key Features:					
	Pearson Earth Science Interactive Textbook 6-	9780133627701				
	Pearson Earth Science Guided Reading and S	9780133627619				
	Pearson Earth Science Guided Reading and S	9780133627565	7			
	Pearson Earth Science Standardized Test Prep	9780131662544				
	Pearson Earth Science StudentExpress CD-RC	9780133627718				
	Pearson Earth Science Lab Manual, Student E	9780133627886				
	Pearson Earth Science Teacher's Edition	9780133163926				
	Pearson Earth Science Teaching Resources	9780133648645				
	Pearson Earth Science Guided Reading and S				9780133627626	
	Pearson Earth Science Guided Reading and S	udy Workbook, Teacher Edition	on B		9780133627589	
	Pearson Earth Science Lesson Plans				9780133627633	
	Pearson Earth Science Progress Monitoring As				9780133627640	
	Pearson Earth Science Chapter Tests and Ans	wer Key			9780133627664	
	Pearson Earth Science Color Transparencies	9780131259041				
	Pearson Earth Science Teacher Online Access	9780133627879				
	Pearson Earth Science TeacherExpress CD-R				9780133627596	
	Pearson Earth Science ExamView Computer T	9780133627695				
	Pearson Earth Science Lab Manual, Teacher's	Edition			9780133627893	

2011 Curricular Materials Selection Committee Recommendations

page 86 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Physical S	cience			
CPO Science	Foundations of Physical Science 3 rd Edition Student Book set (includes volumes 1 & 2)	Tom Hsu	2009	8-9	9781604310160	Recommended 78%
	Notes: Recommended for Physical Science Cour Key Features: Engages students in science by concepts found in each chapter. Teacher's guide exchange between the teacher and the students. "engaging" the students so that they are ready to investigations always complete with questions that learning to other scenarios.	ompleting hands-on investig is designed with a unique lu All sample dialogues follow "explore" during the guided	ations that demonstrate esson dialogue that scri the 5E model in that th investigation. The dialo	e and support pts a classroom ey begin by gues and		
	Foundations of Physical Science 3 rd Edition Stude Foundations of Physical Science 3 rd Edition Inves Foundations of Physical Science 3 rd Edition Stude Foundations of Physical Science 3 rd Edition Stude Foundations of Physical Science 3 rd Edition Span Foundations of Physical Science 3 rd Edition Teac test bank, teacher edition DVD) *free with the pu Foundations of Physical Science 3 rd Edition Teac Foundations of Physical Science 3 rd Edition Teac	9781604310177 9781604311143 9781604311112				
	 Foundations of Physical Science 3rd Edition Teac with index, and blackline masters) (included in teac Foundations of Physical Science 3rd Edition Exam Foundations of Physical Science 3rd Edition Intera Foundations of Physical Science 3rd Edition Puzz Foundations of Physical Science 3rd Edition Equip datacollector & photogates, density cubes, digital energy car, gas law kit, lever, navigational compa stand, pressure sensor, ropes & pulleys, sound & set (set of 8)) *free with the purchase of 30 boo for every dollar spent on book sets, receive a 	9781604310214 9781604311211 9781604311952 9781604310245				

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 87 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Discovery Education Inc.	Discovery Education Science Techbook for Idaho (Core Digital Path); Physical Science View (Adoption Length Subscription)	Curriculum Dev Team Fulton, McDonald, Hagan, Cwalina, Chadwick, Hope O'Brien, et al	2011	8-9	9781617086823	R Recommended w/ Reservations 54%
	 Notes: Recommended with reservations as a "Reverse of the second of the secon	digital science basal resource de e level and unit, Techbook provid d remediation. A variety of digital while meeting the needs of stude nt with new scientific discoveries well as those with expanded stud nce instruction will require a char ve professional development as p ducation Science Techbook at sc <u>0 25 per school</u> chool number of students for the grade follows: <u>1 Level of PD</u> eries r Series	signed to engage s les teachers with por resources: video, a ents with different le and events. Techbo ent access. For som age in how they add art of the pricing for shool and at home -	owerful tools for udio, text, and earning styles. bok can be used ne teachers, dress teaching r the adoption. - address all o to 2 days on-	9781617086977 9781617087073	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 88 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt Science Spectrum Physical Science: Student Edition	Dobson, Holman, Roberts	2008	9-12	9780030936449	Highly Recommended 86%
	Notes: Highly Recommended. CCSS correlation of 68%.					
	Key Features:					
	Holt Science Spectrum Physical Science: Teach	er's Edition	2008	9-12	9780030936364	
	Holt Science Spectrum Physical Science with Earth and Space Science: Student Edition, Spanish		2008	9-12	9780030936357	
	Holt Science Spectrum Physical Science with Earth and Space Science: Interactive Online Edition (1-Year Subscription)		2008	9-12	9780030936401	
	Holt Science Spectrum Physical Science: Interactive Online Edition (6-Year Subscription)		2008	9-12	9780030936395	
	Holt Science Spectrum Physical Science with Earth and Space Science: Student One-Stop CD-ROM		2008	9-12	9780030936272	
	Holt Science Spectrum Physical Science: Interactive Reader		2008	9-12	9780030936388	
	Holt Science Spectrum Physical Science with Earth and Space Science: Math Skills Workbook		2008	9-12	9780030936227	
	Science Skills Workshop: Reading in the Conten		2010	6-12	9780030644245	
	Forensics and Applied Science Experiments Stu		2006	9-12	9780030367922	
	Holt Science Spectrum Physical Science with Earth and Space Science: Visual Concepts CD-ROM		2008	9-12	9780030935756	
	Holt Science Spectrum Physical Science with Ea MindPoint® Quiz Show CD-ROM		2008	9-12	9780030936258	
	Holt Science Spectrum Physical Science with Ea Investigations CD-ROM	orth and Space Science: Virtual	2008	9-12	9780030958298	
	Holt Science Spectrum Physical Science with Ea Investigations, Site License	·	2008	9-12	9780030999505	
	Holt Science Spectrum Physical Science with Ea Investigations, Network License	orth and Space Science: Virtual	2008	9-12	9780030999512	7
	Holt Science Spectrum Physical Science with Earth and Space Science: Teacher's One-Stop Planner CD-ROM		2008	9-12	9780030936241	
	Holt Science Spectrum Physical Science with Ea Interactive Reader Answer Key	orth and Space Science:	2008	9-12	9780030939273	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 89 of 170

Science Grades 9-12

Publisher	Title of Material Autho	r Cop	oyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt Science Spectrum Physical Science (Continued)		8	9-12		
_	Holt Science Spectrum Physical Science with Earth and Space Science Teaching Transparencies			9-12	9780030936319	
	Holt Science Spectrum Physical Science with Earth and Space Science Transparencies CD-ROM	ce: 2008		9-12	9780030936302	
	Holt Science Spectrum Physical Science: Chapter Resources	2008		9-12	9780030939266	
	Holt Science Spectrum Physical Science with Earth and Space Science Resources CD-ROM	ce: Chapter 2008		9-12	9780030935770	
	Holt Science Spectrum Physical Science with Earth and Space Science: Study Guide			9-12	9780030936265	
	Holt Science Spectrum Physical Science with Earth and Space Science: Study Guide, Spanish			9-12	9780030936326	
	Holt Science Spectrum Physical Science with Earth and Space Science Assessments, Spanish	ce: 2008		9-12	9780030936333	
	Holt Science Spectrum Physical Science: Guided Reading Audio Program, Spanish			9-12	9780030936340	
	Laboratory Manager's Professional Reference			9-12	9780030649219	
	Science Skills Workshop: Reading in the Content Area Teacher's Editi	ion 2010		9-12	9780030644238	
	Forensics and Applied Science Experiments Teacher's Edition	2006		9-12	9780030367939	
	Professional Reference for Teachers	2007		9-12	9780030798597	
	College Entrance Exams Practice for Science, Practice Tests for ACT	2008		9-12	9780554021607	
	College Entrance Exam Practice for Science, Practice Tests Answer K			9-12	9780554021638	
	Holt Science Spectrum Physical Science with Earth and Space Science Reading Audio Program CD-ROM			9-12	9780030936111	
	Holt Science Spectrum Physical Science with Earth and Space Science Strategies for English Language Learners	ce: 2008		9-12	9780030936296	
	Holt Science Spectrum Physical Science with Earth and Space Science Videos on DVD	ce: Lab 2008		9-12	9780030936166	
	Holt Science Spectrum Physical Science with Earth and Space Science: Lab Generator CD-ROM			9-12	9780030936173	
	*Upon request, one per teacher with the purchase of 150 Student Editions, on an as needed basis, year of purchase.					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 90 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Physical iScience: Student Edition	Keeley, et al	2012	6-9	9780078880049	Recommend w/ Reservations 78% Physical Science
	Notes: Recommended with reservations, lacks ker 74% correlation; 6 th grade science at a 50% corren 100%. Key Features: Is an innovative and engaging physistudents explore using the 5E lesson cycle of Engopportunities for inquiry allow students to explore with Essential Questions in each lesson and are p answers. As part of the backwards design process visuals, and the assessments, was constructed to Essential Questions. Teacher Edition, Volume 1 (Free 1:35 Student Teacher Edition, Volume 2 (Free 1:35 Student Edition StudentWorks™ DVD (Free 1:35 Student Edition StudentWorks™ Plus Online 6-yr (Free 1:1 StudentWorks™ Plus Online 1-yr Student Edition with StudentWorks™ Plus Online Student Edition with StudentWorks™ Plus Online Spanish Student Edition (included in TCR) Reading Essentials Science Notebook eTeacher Edition Online, 6-years (Free 1:35 Student Editions Purchased) (included in TCR) Reading Essentials Answer (included in TCR) Reading Essentials Answer (included in TCR) Science Notebook, Teacher (included in TCR) Science Notebook, Teacher	Action and 7 th grade at a 55% of sical science program. Each cl gage, Explore, Explain, Evalua and interact with each Big Ide provided with varied alternative s, the entire program, including build student understanding of t Editions Purchased) t Editions Purchased) udent Editions Purchased) ine, 6-yr ine, 1-yr udent Editions Purchased) File Chapter Resources for ev Key Edition nce Classroom that Work s Purchased) 35 Student Editions Purchase	correlation. CCSS can hapter focuses on a te, and Extend. Mult a in depth. Students experiences to disc to the labs and activit of the Key Concepts (Free 1 (Free 1) (Free 1)	prrelation of Big Idea that iple are presented over the ies, the text, the behind the	9780078880407 9780076588657 9780076588657 9780078939259 9780078955822 9780078955815 9780076002148 9780076002148 978007602087 9780078960239 9780078960239 978007893872 9780078955839 9780078952180 9780078894084 9780078894084 9780078934350 9780078939310 9780078935749 9780078935749 9780078935749	

2011 Curricular Materials Selection Committee Recommendations

page 91 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Physical Science: Student Edition	McLaughlin, Thompson, & Zike	2012	9-10	9780078945830	Highly Recommended 99%
	Notes: Highly recommended for a physical scien	ce course. CCSS correlation c	of 54%.			
	focuses on a Big Idea that students explore throu allow students to explore and interact with each I in each lesson and are provided with varied alter	Key Features: Key Features: Is an innovative and engaging high school physical science program. Each chapter focuses on a Big Idea that students explore through engaging and flexible lessons. Multiple opportunities for inquiry allow students to explore and interact with each Big Idea in depth. Students are presented with Essential Questions in each lesson and are provided with varied alternative experiences to discover the answers. As part of the backwards design process, the entire program, including the labs and activities, the text, the visuals, and the				
	Teacher Edition (Free 1:50 Student Editions	9780078945847	_			
	StudentWorks™ Plus DVD (Free 1:50 Student	9780078963100	_			
	StudentWorks [™] Plus Online 6-yr (<i>Free 1:1</i> St				9780078963131	-
	StudentWorks [™] Plus Online 1-yr	9780076604081	-			
	Spanish Student Edition	9780078962943				
	(included in TCR) Reading Essentials	9780078963155	-			
	Spanish Reading Essentials, Student Edition				9780078962967	
	Science Notebook, Student Edition (Free 1:50	Student Editions Purchased)			9780078962998	
	Mastering Standardized Tests, Student Editio	n (Free 1:50 Student Editions F	Purchased)		9780078962493	
	eTeacherEdition Online, 6-year (Free 1:50 St	udent Editions Purchased)	,		9780078963032	
	Teacher Classroom Resources (Free 1:50 Str				9780078952302	
	(included in TCR) Reading Essentials Answer	[·] Key			9780078963162	
	Spanish Reading Essentials, Answer Key				9780078962554	
	(included in TCR) Science Notebook, Teache	r Annotated Edition			9780078962790	
	(included in TCR) Mastering Standardized Te				9780078962516	
	eTeacherEdition DVD (Free 1:50 Student Edi	tions Purchased)			9780078963063	
	ExamView® Assessment Suite CD-ROM (Fre		/		9780078963087	
	Classroom Presentation Toolkit CD-ROM (Fre	9780078963049				

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 92 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Physical Science with Earth Science: Student Edition	McLaughlin, Thompson, & Zike	2012	9-10	9780078945823	Highly Recommended 95 % Physical
	Notes: Highly recommended for a Physical Scourse. Weak in Earth and Space concepts. Key Features: is an innovative and engaging ldea that students explore through engaging a explore and interact with each Big Idea in dep and are provided with varied alternative exper process, the entire program, including the labs constructed to build student understanding of Teacher Edition (Free 1:50 Student Edition StudentWorks™ Plus DVD (Free 1:50 Student Edition StudentWorks™ Plus Online 6-yr (Free 1:1) StudentWorks™ Plus Online 1-yr Spanish Student Edition (included in TCR) Reading Essentials Spanish Reading Essentials, Student Edition (Free field in the field i	CCSS correlation of 84%. high school physical science pro nd flexible lessons. Multiple opport th. Students are presented with E iences to discover the answers. A s and activities, the text, the visual the Essential Questions. Ins Purchased) tent Editions Purchased) Student Editions Purchased) 50 Student Editions Purchased) tion (Free 1:50 Student Editions I Student Editions Purchased) Student Editions Purchased) Student Editions Purchased) Student Editions Purchased) Student Editions Purchased) Student Editions Purchased) Student Editions Purchased)	gram. Each chapter for rtunities for inquiry all ssential Questions in s part of the backwar ls, and the assessme	ocuses on a Big ow students to each lesson ds design	9780078962936 9780078963117 9780078963124 9780078963124 9780078962950 9780078962950 9780078962974 9780078962783 9780078962783 9780078962509 9780078963025 9780078963186 9780078962981	95 % Physical Recommend w/ Reservations 88% Earth
	(included in TCR) Science Notebook, Teac (included in TCR) Mastering Standardized eTeacherEdition DVD (Free 1:50 Student I ExamView® Assessment Suite CD-ROM (9780078962806 9780078962523 9780078963070 9780078963094	-			
	Classroom Presentation Toolkit CD-ROM (Free 1:50 Student Editions Purchased) 9780078963056 Laboratory Activities Manual, Student Edition (Free 1:50 Student Editions Purchased) 9780078962813 Probeware Lab Manual, Student Edition (Free 1:50 Student Editions Purchased) 9780078962530 (included in TCR) Laboratory Activities Manual, Teacher Edition 9780078962486 (included in TCR) Probeware Lab Manual, Teacher Annotated Edition 9780078962547					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 93 of 170

Scie	nce
Grades	9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Physical Science with Earth Science	(Continued)	2012	9-10		
	ELLevate Teacher Resource (Free 1:50 Student				9780078940460	7
	LabManager™ CD-ROM (Free 1:50 Student	Editions Purchased)			9780078772467	
	Virtual Labs CD-ROM (Free 1:50 Student Edi	tions Purchased)			9780078661044	
	What's Physical Science Got To Do With It? DVI	0 (Free 1:50 Student Editions	: Purchased)		9780078748363	
Pearson Prentice Hall	Pearson Physical Science Student Edition	Frank	2011	8-9	9780133163940	Highly Recommended 96%
	Notes: Highly recommended. CCSS correlation	of 90%				
	Key Features:					
	Pearson Physical Science Interactive Textbook 6	9780133180824	_			
	Pearson Physical Science Guided Reading and	9780133628203				
	Pearson Physical Science Guided Reading and	9780133628326				
	Pearson Physical Science Math Skills and Proble	9780131258891				
	Pearson Physical Science Standardized Test Pre	9780131256682				
	Pearson Physical Science Probeware Lab Manu	9780130699763				
	Pearson Physical Science Lab Manual, Student	9780130699756				
	Pearson Physical Science StudentExpress CD-R	9780133628289				
	Pearson Physical Science Virtual Physical Scien	ce Lab CD-ROM, Single-Use	r Version		9780133628616	
	Pearson Physical Science Teacher's Edition				9780133163971	_
	Pearson Physical Science Core Teaching Resou				9780133648409	_
	Pearson Physical Science Guided Reading and				9780133628210	_
	Pearson Physical Science Guided Reading and		lition B		9780133628333	_
	Pearson Physical Science Standardized Test Pre	9780131153202	_			
	Pearson Physical Science Test-Taking Tips with	9780131256439	_			
	Pearson Physical Science Color Transparencies	9780133628258	_			
	Pearson Physical Science Teacher Online Acces		9780133628395			
	Pearson Physical Science TeacherExpress CD-F				9780133628272	-1
	Pearson Physical Science PresentationExpress				9780133628364	-1
	Pearson Physical Science ExamView Test Bank	and Assessment Suite CD-R	OM		9780133628265	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 94 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Biology								
Carolina Biological Supply Company	Inquiries in Science® Biology Series Synthesizing Macromolecules Kit	Carolina Biological Supply Company	2009	9-12	9781435003385	R 24%		
	Notes: Recommended as a "Resource Only". Key Features: Is a series of supplemental kit-based lab activities that takes a guided-inquiry approach to teaching essential high school science topics. Designed around a learning cycle of engage-explore-explain-extend-evaluate, each kit contains the necessary equipment and supplies for at least 30 students to perform the lab activities. The kits present students with real-world scenarios to fully engage them and make learning more relevant. Each kit also includes a comprehensive Teacher's Manual with a range of teacher helps including background information, suggestions for differentiated instruction, and extensions, to help new and experienced teachers use the kits effectively and includes a reproducible Student Guide. All kits include a pre- and post-test assessment for each individual kit. This specific kit allows students to discover how macromolecules are found in all living organisms using molecular models. Students investigate how specialized proteins known as enzymes can act as catalysts to speed up chemical reactions within organisms and build 3-D models of macromolecules. Hands-on activities explore proteins, carbohydrates, lipids, sodium, enzymes, pH, and carbon							
	Inquiries in Science® Biology Series Investigatin Inquiries in Science® Biology Series Examining Inquiries in Science® Biology Series Cycling Thr Inquiries in Science® Biology Series Discove Inquiries in Science® Biology Series Discove Inquiries in Science® Biology Series Modelin Inquiries in Science® Biology Series Underst Inquiries in Science® Biology Series Introduc Inquiries in Science® Biology Series Introduc Inquiries in Science® Biology Series Explorin Inquiries in Science® Biology Series Explorin Inquiries in Science® Biology Series Building Inquiries in Science® Biology Series Sinulating Inquiries in Science® Biology Series Sinulating Inquiries in Science® Biology Series Sinulating	s Examining Cellular Transport Kit9781435003422s Cycling Through Mitosis Kit9781435003446ries Energizing Cells Kit9781435003460ries Discovering Nucleic Acids Kit9781435003484ries Modeling Genetic Inheritance Kit9781435003507ries Understanding Reproduction and Chromosomes Kit9781435003521ries Introduction to Biotechnology Kit9781435003545ries Identifying Symbiosis Kit9781435003569ries Exploring the Nitrogen Cycle Kit9781435003583ries Building Ecological Pyramids Kit9781435003606ries Analyzing Population Growth Kit9781435003620						
	Inquiries in Science® Biology Series Changir Inquiries in Science® Biology Series Classify	g Over Time Kit			9781435003668 9781435003682			

2011 Curricular Materials Selection Committee Recommendations

page 95 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Carolina Biological Supply	Inquiries in Science® Biology Series Macromolecules Kit (Continued)	Synthesizing	2009	9-12		
Company	Inquiries in Science® Biology Series Observin	g Form and Function Kit	1		9781435003705	
	Inquiries in Science® Biology Series Behaving				9781435003729	
	Inquiries in Science® Biology Series Affecting				9781435003743	
Holt McDougal	Modern Biology: Student Edition	Postlethwait, Hopson	2009	9-12	9780030367694	78%
	Notes: CCSS correlation of 60%.					
	Key Features:					
	Modern Biology: Teacher's Edition		2009	9-12	9780030367717	1
	Modern Biology: Student One Stop CD-ROM		2009	9-12	9780030367748	
	Modern Biology: Interactive Online Edition (1-Year	Subscription)	2009	9-12	9780030367724	
	Modern Biology: Interactive Online Edition (6-Year		2009	9-12	9780030367731	-
	Science Skills Workshop: Reading in the Content		2010	9-12	9780030644245	
	Forensics and Applied Science Experiments Student Guide		2006	9-12	9780030367922	
	Modern Biology: Visual Concepts CD-ROM		2006	9-12	9780030366925	
	Virtual Investigations CD-ROM		2008	9-12	9780030932441	
	Virtual Investigations, Site License		2008	9-12	9780030999482	-
	Virtual Investigations, Network License		2008	9-12	9780030999499	
	Modern Biology: Teacher's One-Stop Planner CD-	ROM	2009	9-12	9780030374616	
	Modern Biology: BioSources Lab Program Packag	le	2006	9-12	9780030367618	
	Modern Biology: Biotechnology Labs		2006	9-12	9780030367670	
	Modern Biology: Biotechnology Labs Teacher Edit	ion	2006	9-12	9780030367687	
	Modern Biology: Inquiry and Exploration Labs		2006	9-12	9780030367649	
	Modern Biology: Inquiry and Exploration Labs Tea	cher Edition	2006	9-12	9780030367663	
	Modern Biology: Quick, Data, and Math Labs		2006	9-12	9780030367625	
	Modern Biology: Quick, Data, and Math Labs Teac	cher Edition	2006	9-12	9780030367632]
	Modern Biology: Skills Practice Lab: Includes Diss		2006	9-12	9780030367564	
	Modern Biology: Skills Practice Labs: Includes Dis	section Labs Teacher Edition	2006	9-12	9780030367571	7
	Modern Biology: Datasheets for In-Text Labs (Quick, Inquiry, Exploration, and		2006	9-12	9780030367229	
	Skills Practice Labs)					
	Modern Biology: Teaching Resources		2006	9-12	9780030366628	
	Modern Biology: Active Reading Worksheets with		2006	9-12	9780030367274	
	Modern Biology: Critical Thinking Worksheets with	Answer Key	2006	9-12	9780030367236	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 96 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Modern Biology (Continued)		2009	9-12		
-	Modern Biology: Biology Science Skills Worksheets with Answer Key		2006	9-12	9780030367199	
	Modern Biology: Chapter Tests with Answer Key, General and Advanced		2006	9-12	9780030367243	
	Modern Biology: Quizzes with Answer Key		2006	9-12	9780030367212	
	Modern Biology: Study Guide		2006	9-12	9780030367182	
	Modern Biology: Study Guide Answer Key		2006	9-12	9780030367175	
	Modern Biology: Vocabulary Review Worksheets with A	nswer Key	2006	9-12	9780030367168	
	Modern Biology: Biology Teaching Transparencies Volu		2008	9-12	9780030931703	
	Modern Biology: Graphic Organizer Transparencies		2006	9-12	9780030367533	
	Laboratory Manager's Professional Reference		2010	9-12	9780030649219	
	Professional Reference for Teachers	2007	9-12	9780030798597		
	Modern Biology: Multilingual Glossary for Biology	2008	9-12	9780030932205		
	Science Skills Workshop: Reading in the Content Area 1	2010	9-12	9780030644238		
	College Entrance Exams Practice for Science, Practice		2008	9-12	9780554021607	
	College Entrance Exam Practice for Science, Practice Tests Answer Key for ACT		2008	9-12	9780554021638	
	Forensics and Applied Science Experiments Teacher's Edition		2006	9-12	9780030367939	
	Modern Biology: Video Labs on DVD Package (Includes Lab Manual and Answer Kev)		2006	9-12	9780030367526	
	Modern Biology: Video Labs on DVD		2004	9-12	9780030360183	
	Dissection Labs CD-ROM		2008	9-12	9780030932427	
	Modern Biology: Lab Generator CD-ROM		2008	9-12	9780030932458	
	Modern Biology: Guided Reading Audio Program		2009	9-12	9780030997358	
Holt McDougal		Stephen Nowicki	2010	9-12	9780547219479	Highly Recommended
	Notes: Highly Recommended. CCSS correlation of 80%.					92%
	Key Features:					
	Holt McDougal Biology: Teacher's Edition		2010	9-12	9780547219462]
	Holt McDougal Biology: Student Edition, Spanish		2010	9-12	9780547219516	
	Holt McDougal Biology: Interactive Reader Student Editi		2008	9-12	9780618725595	
	Holt McDougal Biology: eEdition Online (1 Year Subscri	ption)	2010	9-12	9780547221120	
	Holt McDougal Biology: eEdition Online (6 Year Subscri		2010	9-12	9780547221113	
	Holt McDougal Biology: eEdition DVD-ROM		2010	9-12	9780547221069	
	Holt McDougal Biology: Study Guide		2008	9-12	9780618725601	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 97 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Biology: (Continued)		2010	9-12		
	Holt McDougal Biology: Spanish Study Guide		2008	9-12	9780618725540	
	Holt McDougal Biology: Spanish Reinforcement		2008	9-12	9780618725571	
	Holt McDougal Biology: Lab Datatsheets in Spanish		2008	9-12	9780618725588	
	Holt McDougal Biology: Interactive Review CD-ROM		2008	9-12	9780618782772	
	Virtual Investigations CD-ROM		2008	9-12	9780030932441	
	Virtual Investigations, Site License		2008	9-12	9780030999482	
	Virtual Investigations, Network License		2008	9-12	9780030999499	
	Holt McDougal Biology: Interactive Reader Teacher's Edition		2008	9-12	9780618825691	
	Holt McDougal Biology: Teacher's One-Stop Planner DVD		2010	9-12	9780547496535	
	Holt McDougal Biology: Resource Manager		2008	9-12	9780618948246	
	Holt McDougal Biology: Lab Binder		2008	9-12	9780618725441	
	Holt McDougal Biology: Toolkit Binder		2008	9-12	9780618725458	
	Holt McDougal Biology: Assessment Book		2008	9-12	9780618725465	
	Holt McDougal Biology: Transparency Book		2008	9-12	9780618725472	
	College Entrance Exams Practice for Science, Practice Tests for ACT		2008	9-12	9780554021607	
	College Entrance Exam Practice for Science, Practice Tests Answer Key for ACT		2008	9-12	9780554021638	
	Holt McDougal Biology: Quick Start Guide	*	2008	9-12	9780618725502	
	Holt McDougal Biology: Multilanguage Glossary		2008	9-12	9780618725526	
	Holt McDougal Biology: Spanish Assessment		2008	9-12	9780618725564	
	Holt McDougal Biology: Lab Generator		2008	9-12	9780618916443	
	Holt McDougal Biology: DVD Video Series		2008	9-12	9780618782758	
	Holt McDougal Biology: Exam View Suite 6.0 Test Gen	erator CD-ROM	2008	9-12	9780618998357	
	Holt McDougal Biology: Media Gallery with Power Pres		2008	9-12	9780618782765	
	Holt McDougal Biology: Audio Readings in English CD		2010	9-12	9780547221090	
	Holt McDougal Biology: Audio Readings in Spanish CD		2008	9-12	9780618783472	
	Dissection Labs CD-ROM		2008	9-12	9780030932427	1
	Holt McDougal Biology: McDougal Littell Assessment System (1 year)		2010	9-12	9780547232737	1

2011 Curricular Materials Selection Committee Recommendations

page 98 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Biology: Student Edition	Biggs, et.al	2012	9-12	9780078945861	Highly Recommended 83%
	Notes: Highly recommended. CCSS correla	tion of 98%.				
	Key Features:					
	Teacher Edition (Free 1:50 Student Editi	ons Purchased)			9780078945854	-
	StudentWorks [™] Plus DVD (Free 1:50 St				9780078961106	
	StudentWorks™ Plus Online 6-yr (Free 1	StudentWorks™ Plus Online 6-yr (Free 1:1 Student Editions Purchased)				
	StudentWorks [™] Plus Online 1-yr	, , , , , , , , , , , , , , , , , , ,				
	Spanish Student Edition	9780078961144				
	(included in TCR) Reading Essentials	9780078960994				
	Spanish Reading Essentials, Student Edi	9780078961151				
	Science Notebook, Student Edition (Free		/		9780078961014	
	····· , ···· , ···· , ··· · · · · · · ·	Laboratory Activities Manual, Student Edition (Free 1:50 Student Editions Purchased)				
	Forensics Laboratory Manual, Student Ed	9780078747151				
	Guided Inquiry in Biology, Student Edition	9780078747182				
	Pre AP Lab Manual, Student Edition (Fre				9780078697302	
	Probeware Lab Manual, Student Edition				9780078602269	
	Standardized Test Practice for Biology, S		Editions Purchased)		9780078961038	
	eTeacherEdition Online, 6-year (Free 1:5				9780078961182	
	Teacher Classroom Resources (Free 1:5				9780078952364	
	(included in TCR) Laboratory Activities M				9780078747212	
	(included in TCR) Forensics Laboratory N				9780078747168	
	(included in TCR) Guided Inquiry in Biolo				9780078747199	
	(included in TCR) Open Inquiry in Biology				9780078747175	_
	(included in TCR) Pre AP Lab Manual, Te				9780078698675 9780078602252	_
		(included in TCR) Probeware Lab Manual, Teacher Edition				
	(included in TCR) Reading Essentials An	9780078961007 9780078961168	4			
		Spanish Reading Essentials, Answer Key				
	(included in TCR) Science Notebook, Tea	9780078961021	4			
	(included in TCR) Standardized Test Pra	9780078961045	4			
	eTeacherEdition DVD (Free 1:50 Studen				9780078961120	4
	ExamView® Assessment Suite CD-ROM	(Free 1:50 Student Editions Purc	hased)		9780078961113	

2011 Curricular Materials Selection Committee Recommendations

page 99 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Biology : (Continued) 2012 9-12					
	Classroom Presentation Toolkit CD-ROM (Fre	e 1:50 Student Editions Pure	chased)		9780078961137	7
	LabManager™ CD-ROM (Free 1:50 Student				9780078772467	-
	Video Labs DVD (Free 1:50 Student Editions				9780078746185	
	Virtual Labs CD-ROM (Free 1:50 Student Edi	tions Purchased)			9780078746192	
	What's Biology Got To Do With It? DVD (Free 1:	50 Student Editions Purchase	ed)		9780078689956	
Pearson Prentice Hall	Miller & Levine Biology On-Level Student Edition + Biology.com 6- Year Student License	Miller	2010	9-10	9780133690095	Highly Recommended 98%
	Notes: Highly recommended. CCSS correlation Key Features:	9780133734171				
		Miller & Levine Biology On-Level Biology.com 6-Year Student License Miller & Levine Biology On-Level Probeware Lab Manual with CD-ROM				
		9780133690064	-			
	Miller & Levine Biology On-Level Teacher's Edition	9780133614657				
	Miller & Levine Biology Shared Resources Study	9780133687187				
	Miller & Levine Biology Shared Resources Study	9780133614817 9780133687194	-			
	Miller & Levine Biology Shared Resources Study				9780133614763	_
	Miller & Levine Biology Shared Resources Study Miller & Levine Biology Shared Resources Lab M		1		9780133687125	_
	Miller & Levine Biology Shared Resources Lab M				9780133687149	_
	Miller & Levine Biology Shared Resources Virtua				9780133171785	
	Miller & Levine Biology Shared Resources Lab M				9780133687163	_
	Miller & Levine Biology Shared Resources Lab M				9780133687170	_
	Miller & Levine Biology Shared Resources Asses				9780133687316	_
	Miller & Levine Biology Shared Resources Trans				9780133686517	_
		Miller & Levine Biology Shared Resources Multilingual Glossary				
	Miller & Levine Biology Shared Resources ELL H	9780133685190 9780133686500	-			
	Miller & Levine Biology Shared Resources Exam		9780133614688	-		
	Miller & Levine Biology Shared Resources Untan				9780133614800	-
	Miller & Levine Biology Shared Resources Class				9780133690057	
	Miller & Levine Biology Shared Resources Biolog				9780133689969	
	Miller & Levine Biology Shared Resources Found	lations Biology.com Teacher	Access Pack		9780133689976	7

2011 Curricular Materials Selection Committee Recommendations

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page 100 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Miller & Levine Biology Foundation Student Edition + Biology.com 6- Year Student License	Miller	2010	9-10	9780133690101	Highly Recommended 97%
	Notes: Highly recommended. CCSS correlation Key Features:					
	Miller & Levine Biology Foundation Biology.com	9780132523929	-			
	Miller & Levine Biology Foundation Teacher's Edi	9780133614701				
	Miller & Levine Biology Shared Resources Study				9780133687187	_
	Miller & Levine Biology Shared Resources Study				9780133614817	
	Miller & Levine Biology Shared Resources Study	9780133687194				
	Miller & Levine Biology Shared Resources Study	9780133614763				
	Miller & Levine Biology Shared Resources Lab M	9780133687125				
	Miller & Levine Biology Shared Resources Lab M	9780133687149				
	Miller & Levine Biology Shared Resources Virtual	9780133171785				
	Miller & Levine Biology Shared Resources Lab M	9780133687163				
	Miller & Levine Biology Shared Resources Lab M	9780133687170				
	Miller & Levine Biology Shared Resources Asses				9780133687316	
	Miller & Levine Biology Shared Resources Trans	9780133686517				
	Miller & Levine Biology Shared Resources Multili	9780133685190				
	Miller & Levine Biology Shared Resources ELL H		9780133686500			
	Miller & Levine Biology Shared Resources Exam				9780133614688	
	Miller & Levine Biology Shared Resources Untar				9780133614800	_
	Miller & Levine Biology Shared Resources Classr				9780133690057	
	Miller & Levine Biology Shared Resources Biolog				9780133689969	_
	Miller & Levine Biology Shared Resources Found	ations Biology.com Teacher A	ccess Pack		9780133689976	
Pearson Prentice Hall	Miller & Levine Biology Core Student Edition + Biology.com 6- Year Student License	Miller	2010	9-10	9780133690118	Highly Recommended 96%
	Notes: Highly recommended. CCSS correlation					
	Key Features:					
	Miller & Levine Biology Core Teacher's Edition		9780133685084			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 101 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
Pearson Prentice	Miller & Levine Biology Core (Continu							
Hall	Miller & Levine Biology Shared Resources Study	9780133687187	1					
	Miller & Levine Biology Shared Resources Study	9780133614817						
	Miller & Levine Biology Shared Resources Study	9780133687194						
	Miller & Levine Biology Shared Resources Study	9780133614763						
	Miller & Levine Biology Shared Resources Lab M	9780133687125						
	Miller & Levine Biology Shared Resources Lab M	9780133687149						
	Miller & Levine Biology Shared Resources Virtual	9780133171785						
	Miller & Levine Biology Shared Resources Lab M	9780133687163						
	Miller & Levine Biology Shared Resources Lab M	9780133687170						
	Miller & Levine Biology Shared Resources Asses	9780133687316						
	Miller & Levine Biology Shared Resources Transp	9780133686517						
	Miller & Levine Biology Shared Resources Multilin	9780133685190						
	Miller & Levine Biology Shared Resources ELL H	9780133686500						
	Miller & Levine Biology Shared Resources Exam	9780133614688						
	Miller & Levine Biology Shared Resources Untar	9780133614800						
	Miller & Levine Biology Shared Resources Classr	9780133690057						
	Miller & Levine Biology Shared Resources Biolog	9780133689969						
	Miller & Levine Biology Shared Resources Found	ations Biology.com Teacher A	ccess Pack		9780133689976			
XCAL	Scitex Learning Biology Teacher	X-CAL	02-2011	9-12	9781907423246	R		
Corporation / LJ		Corporation/L.J.				87%		
Create		Create				01 70		
	Notes: Recommended as a "Resource Only". Is							
	Key Features: Standards based instruction with te inquiry, on-line experiments, simulation, benchma							
	Scitex Learning Biology Student				9781907423239	1		

2011 Curricular Materials Selection Committee Recommendations

page 102 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Chemistr	у			
Carolina Biological Supply Company	Inquiries in Science® Chemistry Series Understanding Properties of Matter Kit	Carolina Biological Supply Company	2009	912	9781435003828	R 74%
	Key Features:Is a series of supplemental kit-based lab activities that takes a guided-inquiry approach to teaching essential high school science topics. Designed around a learning cycle of engage-explore-explain-extend-evaluate, each kit contains the necessary equipment and supplies for at least 30 students to perform the lab activities. The kits present students with real-world scenarios to fully engage them and make learning more relevant. Each kit also includes a comprehensive Teacher's Manual with a range of teacher helps including background information, suggestions for differentiated instruction, and extensions, to help new and experienced teachers use the kits effectively and includes a reproducible Student Guide. All kits include a pre- and post-test assessment for each individual kit. This specific kit allows students to discover how macromolecules are found in all living organisms using molecular models. Students investigate how specialized proteins known as enzymes can act as catalysts to speed up chemical reactions within organisms and build 3-D models of macromolecules. Hands-on activities explore proteins, carbohydrates, lipids, sodium, enzymes, pH, and carbon9781435003842					
	Inquiries in Science® Chemistry SeriesReconstructing Atomic Theory Kit9781435003866Inquiries in Science® Chemistry SeriesInterpreting the Periodic Table Kit9781435003880Inquiries in Science® Chemistry SeriesBonding Chemicals Kit9781435003903Inquiries in Science® Chemistry SeriesExpanding on the Gas Laws Kit9781435003927Inquiries in Science® Chemistry SeriesDetermining Chemical Formulas Kit9781435003941					
	Inquiries in Science® Chemistry Series Balancin Inquiries in Science® Chemistry Series Calculati Inquiries in Science® Chemistry Series Examinir Inquiries in Science® Chemistry Series Finding S Inquiries in Science® Chemistry Series Observir	9781435003965 9781435003989 9781435004009 9781435004023 9781435004023	-			
	Inquiries in Science® Chemistry Series Investiga Inquiries in Science® Chemistry Series Attaining Inquiries in Science® Chemistry Series Discover Inquiries in Science® Chemistry Series Exploring Inquiries in Science® Chemistry Series Simulatin Inquiries in Science® Chemistry Series Modeling	9781435004061 9781435004085 9781435004108 9781435004122 9781435004126 9781435004146 9781435004160				

2011 Curricular Materials Selection Committee Recommendations

page 103 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Modern Chemistry: Student Edition	Davis, Frey, Sarquis, Sarquis	2009	9-12	9780030367861	Highly Recommended
	Notes: Highly Recommended. CCSS correlation		100%			
	Key Features: I s a concepts-based science pro science to their world to create an ownership of le problem solving. The robust lab program helps d comprehensive skills practice for students. The p program supports the teaching and learning of al visuals, interactive presentation materials, inquiry critical thinking skills, and comprehensive assess friendly resources that allow all levels of learners					
	Modern Chemistry: Teacher's Edition		2009	9-12	9780030367878	
	Modern Chemistry: Interactive Reader		2012	9-12	9780547481814	
	Modern Chemistry: Student One Stop CD-ROM		2009	9-12	9780030367915	
	Modern Chemistry: Interactive Online Edition (1-Year Subscription)		2009	9-12	9780030367885	
	Modern Chemistry: Interactive Online Edition (6-Year Subscription)		2009	9-12	9780030367892	
	Science Skills Workshop: Reading in the Conten	2010	9-12	9780030644245		
	Forensics and Applied Science Experiments Student Guide 200			9-12	9780030367922	
	Modern Chemistry: Visual Concepts CD-ROM	2006	9-12	9780030368127		
	Modern Chemistry: Interactive Reader Answer Key		2009	9-12		9780547481944
	Modern Chemistry: Teacher's One-Stop Planner CD-ROM		2009	9-12		9780030374623
	Modern Chemistry: Holt ChemFile Laboratory Program Package		2006	9-12		9780030367847
	Modern Chemistry: A Skills Practice Experiments Student Edition		2006	9-12		9780030367977
	Modern Chemistry: A Skills Practice Experiments Teacher Guide		2006	9-12		9780030367984
	Modern Chemistry: B Microscale Experiments Student Edition		2006	9-12		9780030367991
	Modern Chemistry: B Microscale Experiments Teacher Guide		2006	9-12	9780030368011	
	Modern Chemistry: C Inquiry Experiments Student Edition		2006	9-12	9780030368028	_
	Modern Chemistry: C Inquiry Experiments Teacher Guide		2006	9-12	9780030368035	
	Modern Chemistry: Problem-Solving Workbook		2006	9-12	9780030368042	
	Modern Chemistry: Teaching Resources Package		2006	9-12	9780030367762	
	Modern Chemistry: Study Guide		2006	9-12	9780030367779	
	Modern Chemistry: Study Guide Teacher Edition		2006	9-12	9780030367786	
	Modern Chemistry: Section Quizzes with Answer Key		2006	9-12	9780030367793	
	Modern Chemistry: Chapter Tests with Answer K	ey	2006	9-12	9780030367816	

2011 Curricular Materials Selection Committee Recommendations

page 104 of 170

*Correlation to Science Standards

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Modern Chemistry (Continued)		2009	9-12		
_	Modern Chemistry: Solutions Manual		2006	9-12	9780030367823	
	Modern Chemistry: Datasheets for In-Text Labs w	vith Lab Notes and Answer Key	2006	9-12	9780030371127	
			2006	9-12	9780030368066	7
	Laboratory Manager's Professional Reference		2010	9-12	9780030649219	_
	Professional Reference for Teachers		2007	9-12	9780030798597	
	Science Skills Workshop: Reading in the Content	Area Teacher's Edition	2010	9-12	9780030644238	
	Forensics and Applied Science Experiments Tead	cher's Edition	2006	9-12	9780030367939	
	Modern Chemistry: Lab Generator CD-ROM		2006	9-12	9780030941696	
	Modern Chemistry: Chapter Summaries Audio CI	D-ROM	2009	9-12	9780030998010	
	Zumdahl, World of Chemistry, 2nd Edition: Student Edition plus Laboratory Experiments	Steven Zumdahl, Susan Zumdahl, Donald & DeCoste	2011	9-12	9781111615949	Highly Recommended 97%
	Notes: Highly Recommended. CCSS correlation of 100%.					-
			2007	9-12	9780618807482	_
	Zumdahl, World of Chemistry, 2nd Edition: Teacher's Edition		2007	<u>9-12</u> 9-12	9780618807529	-
	Zumdahl, World of Chemistry, 2nd Edition: eEdition DVD-ROM		2007	<u>9-12</u> 9-12	9780618829675	
	Zumdahl, World of Chemistry, 2nd Edition: Laboratory Experiments Zumdahl, World of Chemistry, 2nd Edition: Report Sheets to Accompany Lab Experiments		2007	9-12	9780618829712	
	Zumdahl, World of Chemistry, 2nd Edition: Team Learning Worksheets		2007	9-12	9780618829811	_
	Zumdahl, World of Chemistry, 2nd Edition: Examview 6.0 Test Generator CDROM		2007	9-12	9780547224381	1
	Zumdahl, World of Chemistry, 2nd Edition: EasyPlanner DVD-ROM		2007	9-12	9780618807611	_
	Zumdahl, World of Chemistry, 2nd Edition: Lab Generator CD-ROM		2007	9-12	9780618808328	
	Zumdahl, World of Chemistry, 2nd Edition: PowerPresentations DVD-ROM		2007	9-12	9780618808335	1
	Zumdahl, World of Chemistry, 2nd Edition: Chapter Tests		2007	9-12	9780618829682	
	Zumdahl, World of Chemistry, 2nd Edition: Instructor's Guide to Accompany Lab Experiments		2007	9-12	9780618829767	
	Zumdahl, World of Chemistry, 2nd Edition: Classi	room Activities and Projects	2007	9-12	9780618829781	
	Zumdahl, World of Chemistry, 2nd Edition: Englis	h/Spanish Chapter Summaries	2007	9-12	9780618829798	
	Zumdahl, World of Chemistry, 2nd Edition: Standardized Test Practice		2007	9-12	9780618829835	
	Zumdahl, World of Chemistry, 2nd Edition: Printed Test Bank		2007	9-12	9780618829842	
	Zumdahl, World of Chemistry, 2nd Edition: Solution	Zumdahl, World of Chemistry, 2nd Edition: Solutions Guide		9-12	9780618829859	
1	Zumdahl, World of Chemistry, 2nd Edition: Meeting Individual Needs Toolkit		2007	9-12	9780618857494	

2011 Curricular Materials Selection Committee Recommendations

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page 105 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Key Curriculum Press	Living by Chemistry First Edition Student Textbook	Angelica M Stacy	2010	1011	9781559539418	86%
	Notes: CCSS correlation of 100%					
	Key Features:					
	Living by Chemistry First Edition Student Textbo	ook Online Edition			9781604401226	_
	Living by Chemistry Teacher Resource Bundle				9781604400816	_
		Living by Chemistry Solutions Manual (Part of Resource Bundle)				
	Living by Chemistry Teachg & Clsrm Master Vo	I 1 (Part of Resource Bundle)			9781604400397	
		Living by Chemistry Teachg & Clsrm Master Vol 2 (Part of Resource Bundle)				
	Living by Chemistry Unit 1 Alchemy Teacher Gu	9781559539883				
	Living by Chemistry Unit 2 Smells Teacher Guid	9781559539890				
	Living by Chemistry Unit 3 Weather Teacher Gu	9781559539906				
	Living by Chemistry Unit 4 Toxins Teacher Guid	9781559539913				
	Living by Chemistry Unit 5 Fire Teacher Guide	9781559539920				
	Living by Chemistry Unit 6 Showtime Teacher G	9781559539937	_			
	Living by Chemistry Assessment Resources (Pa		9781604400373	_		
	Living by Chemistry Kit Set All Units Living by Chemistry Alchemy Kit (Part of Kit S	9781604400526 9781604400700	_			
	Living by Chemistry Smells Kit (Part of Kit Set	9781604400700	_			
	Living by Chemistry Weather Kit (Part of Kit S	9781604400724	_			
McGraw-Hill			2000	10-12		Ll'abbe
McGraw-nin	Chemistry: Matter and Change; Student Edition	Dingrando, et al	2008	10-12	9780078746376	Highly Recommended 100%
	Notes: Highly recommended. CCSS correlation					
	Key Features:					
	Teacher Edition (Free 1:50 Student Editions	9780078750441				
	StudentWorks [™] CD-ROM (Free 1:50 Stude	9780078888366				
	StudentWorks [™] DVD	9780078784552				
	StudentWorks™ Plus Online 6-yr (Free 1:1 S	9780078946417				
	StudentWorks [™] Plus Online 1-yr	9780078946400				
	Student Edition with StudentWorks [™] Plus O	9780078943362				

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 106 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Chemistry: Matter and Change; (Cont	tinued)	2008	10-12		
	Science Notebook, Student Edition (Free 1:50	9780078787553				
	Standardized Test Prep, Student Edition (Free	9780078787591				
	Laboratory Manual, Student Edition (Free 1:50	9780078787492				
	CBL Laboratory Manual, Student Edition (Free	9780078690952				
	Forensics Laboratory Manual, Student Edition	9780078690938				
	Small Scale Laboratory Manual, Student Edition	on (Free 1:50 Student Edition	s Purchased)		9780078690907	
	Teacher Classroom Resources (Free 1:50 Stu	9780078781247				
	(included in TCR) Challenge Problems	(included in TCR) Challenge Problems				
	(included in TCR) Solving Problems Chemistry	/ Handbook			9780078787577	
	(included in TCR) Solutions Manual	9780078787508				
	(included in TCR) Supplemental Problems	9780078787560				
	(included in TCR) CBL Laboratory Manual, Te	9780078690945				
	(included in TCR) Forensics Laboratory Manua	9780078690921				
	(included in TCR) Laboratory Manual, Teacher	9780078787485				
	(included in TCR) Small Scale Laboratory Mar	9780078690891				
	(included in TCR) Inquiry into Chemistry	9780078912313				
	(included in TCR) Science Notebook, Teacher	Annotated Edition			9780078787546	
	(included in TCR) Standardized Tests, Teache	9780078787584				
	(included in TCR) Chemistry Enrichment: Sup	9780078912290				
	(included in TCR) Real World Chemistry	9780078912306				
	TeacherWorks [™] Plus CD-ROM (Free 1:50 St	9780078888373				
	TeacherWorks [™] Plus DVD	9780078789083				
	ExamView® Assessment suite CD-ROM (Free	9780078789090				
	Interactive Chalkboard CD-ROM	9780078888380				
	Interactive Chalkboard DVD (Free 1:50 Student E		9780078789106			
	Video Labs DVD (Free 1:50 Student Editions I	9780078789120				
	Virtual Labs CD-ROM (Free 1:50 Student Edit	9780078916175				
	Virtual Labs Online, 6-year	9780078944680	1			
	Virtual Labs Online, 1-year	9780078944673	1			
	What's Chemistry Got To Do With It? DVD (Free	9780078690020	1			

2011 Curricular Materials Selection Committee Recommendations

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page 107 of 170

Science Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Chemistry: Concepts and Applications; Student Edition	Philips, et al	2009	10-12	9780078807237	Highly Recommended 95%
	Notes: Highly recommended. CCSS correlation Key Features:A ctively engages students to excit introduced where it is necessary to understand an universally accessible to learners enrolled in a first science educators for curricula that accomplish m tools to give students consistent opportunities for scientific discussion and debate. Teacher Edition (Free 1:50 Student Editions I) StudentWorks™ CD-ROM (Free 1:50 Student StudentWorks™ DVD StudentWorks™ Plus Online 6-yr (Free 1:1 St StudentWorks™ Plus Online 1-yr Student Edition with StudentWorks™ Plus On Student Edition with StudentWorks™ Plus On	e them about chemistry. Math nd apply knowledge of chemi st year high school chemistry nultiple goals, Chemistry Con active and extended science Purchased) Editions Purchased) Fudent Editions Purchased) line, 6-yr	stry. The program is d curriculum. To respor cepts and Applications	lesigned to be nd to the need of s incorporates	9780078807244 9780078887000 9780078886959 9780078946479 9780078946462 9780078943829 9780078943812	
	Laboratory Manual, Student Edition (Free 1:50 Teacher Classroom Resources (Free 1:50 Stu (included in TCR) Solving Problems Chemistr (included in TCR) Supplemental Practice Prob (included in TCR) Laboratory Manual, Teacher Section Focus Transparencies Basic Concepts Transparencies Problem Solving Transparencies TeacherWorks™ Plus CD-ROM (Free 1:50 Stu ExamView® Assessment suite CD-ROM (Free Interactive Chalkboard CD-ROM (Free 1:50 Student Video Labs DVD (Free 1:50 Student Editions Virtual Labs CD-ROM (Free 1:50 Student Editions Virtual Labs Online, 6-year	9780078907982 9780078781247 9780078787577 9780078908033 9780078907999 9780078908767 9780078908750 9780078908774 978007886966 9780078886935 9780078886935 9780078886928 9780078846928 9780078916182 9780078944642 9780078944635				

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 108 of 170

Science
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
Pearson Prentice Hall	Pearson Chemistry Student Edition with 6-Year Digital Path	Wilbraham	2012	11-12	9780133172539	Highly Recommended 100%			
	Notes: Highly recommended. CCSS correlation	of 100%							
	Key Features:								
	Pearson Chemistry PearsonChem.com Online 6-		9780133177640	_					
	Pearson Chemistry Reading and Study Workboo	9780132525886							
	Pearson Chemistry Virtual ChemLab CD-ROM, S	9780131664128							
	Pearson Chemistry Teacher's Edition	9780132525824							
	Pearson Chemistry Reading and Study Workboo	9780132525893							
	Pearson Chemistry ExamView CD-ROM	9780132534710							
	Pearson Chemistry Classroom Resource DVD-R	9780132534895							
	Pearson Chemistry Untamed Science DVD		9780132534727						
XCAL	Scitex Learning Chemistry Teacher	X-CAL	02-2011	9-12	9781907423260	R			
Corporation / LJ Create		Corporation/L.J. Create				84%			
	Notes: Recommended as "Resource Only". CCS								
	Key Features:								
	Scitex Learning Chemistry Student		9781907423253	1					

2011 Curricular Materials Selection Committee Recommendations

page 109 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Physic	S			
Holt McDougal	Holt Physics: Student Edition	Serway, Faughn	2009	9-12	9780030368165	Highly
	Notes: Highly Recommended. CCSS correlatio	n of 69%				Recommended
	Holt Physics: Teacher's Edition		2009	9-12	9780030368172	94%
	Holt Physics: Student One-Stop CD-ROM		2009	9-12	9780030368219	-
	Holt Physics: Interactive Online Edition (1-Year S	Subscription)	2009	9-12	9780030368189	
	Holt Physics: Interactive Online Edition (6-Year S	Subscription)	2009	9-12	9780030368196	
	Science Skills Workshop: Reading in the Conten	t Area Student Edition	2010	9-12	9780030644245	
	Forensics and Applied Science Experiments Student Guide		2006	9-12	9780030367922	
	Holt Physics: SAT Bellringer Workbook		2009	9-12	9780030368523	
	Holt Physics: Visual Concepts CD-ROM		2006	9-12	9780030368462	
	Holt Physics: Virtual Investigations CD-ROM		2009	9-12	9780030998164	
	Holt Physics: Teacher's One-Stop Planner DVD		2009	9-12	9780030368233	
	Holt Physics: Teaching Resources Package		2009	9-12	9780030999185	
	Holt Physics: CBL [™] Experiments Student Edition		2006	9-12	9780030368318	
	Holt Physics: CBL [™] Experiments Teacher's Edition		2006	9-12	9780030368325	
	Holt Physics: Laboratory Experiments Student Edition		2006	9-12	9780030368288	
	Holt Physics: Laboratory Experiments Teacher's Edition		2006	9-12	9780030368295	
	Holt Physics: Problem Workbook		2006	9-12	9780030368332	
	Holt Physics: Section Quizzes with Answer Key		2006	9-12	9780030368363	
	Holt Physics: Chapter Tests with Answer Key		2006	9-12	9780030368370	
	Holt Physics: Study Guide		2006	9-12	9780030368264	
	Holt Physics: Datasheets for In-Text Labs		2006	9-12	9780030368271	
	Holt Physics: Solutions Manual		2009	9-12	9780030998072	
	Laboratory Manager's Professional Reference		2010	9-12	9780030649219	
	Professional Reference for Teachers		2007	9-12	9780030798597	
	Holt Physics: Teaching Transparencies		2006	9-12	9780030368394	
	Science Skills Workshop: Reading in the Conten		2010	9-12	9780030644238	4
	Forensics and Applied Science Experiments Tea		2006	9-12	9780030367939	
	Holt Physics: SAT Bellringer Workbook Answer	Кеу	2009	9-12	9780030368615	
	Holt Physics: Lab Generator CD-ROM		2006	9-12	9780030941719	
	Holt Physics: Chapter Summaries Audio CD-RO	M	2009	9-12	9780030998058	

2011 Curricular Materials Selection Committee Recommendations

page 110 of 170

*Correlation to Science Standards

Science	
Grades 9-12	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Pearson Prentice Hall	Conceptual Physics Student Edition	Hewitt	2009	9-12	9780133647495	Highly Recommended 98%
	Notes: Highly Recommended. CCSS correlation	n of 59%				
	Key Features:					
	Conceptual Physics Interactive Textbook 6-Year	Online Access			9780133647709	
	Conceptual Physics Concept Development Pract	ice Book, Student Edition			9780133647303	
	Conceptual Physics Guided Reading and Study	Workbook, Student Edition			9780133647396	
	Conceptual Physics Problem Solving Exercises i	n Physics, Student Edition			9780133647327	
	Conceptual Physics Lab Manual, Student Edition	9780133647525				
	Conceptual Physics Probeware Lab Manual and	9780133647556				
	Conceptual Physics StudentExpress CD-ROM	9780133647686				
	Conceptual Physics Virtual Physics Lab CD-RON	9780133647419				
	Conceptual Physics Teacher's Edition	9780133647501	_			
	Conceptual Physics Core Teaching Resources	9780133648515	_			
	Conceptual Physics Guided Reading and Study	9780133647570				
	Conceptual Physics Color Transparencies	9780133647358	_			
	Conceptual Physics Teacher Online Access Pac	9780133647457				
	Conceptual Physics TeacherExpress CD-ROM	9780133647440				
	Conceptual Physics PresentationExpress	9780133647426 9780133647365	_			
	Conceptual Physics ExamView Test Bank CD-R					
Perfection Learning	Conceptual Physics, Class Set, 6 year, web access	Rich Louie, PhD; Glen Brooks, PhD	2010	9-12	9781613840344	Recommended w/ Reservations
	Notes: Recommended w/ Reservations. Requir print edition uses small font. CCSS correlation					
	Key Features:					
	Conceptual Physics, Class Set, 6 year, digital do	9781615639588				
	Conceptual Physics, Individual License, 1 year, v	9781615639830				
	Conceptual Physics, Individual License, 1 year, o	ligital download			9781615639595	
	Conceptual Physics Solutions Guide	9781615639601				

2011 Curricular Materials Selection Committee Recommendations

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page 111 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Perfection Learning	Principles of Physics, Class Set, 6 year, web access	Rich Louie, PhD; Glen Brooks, PhD	2010	9-12	9781613840351	
	Notes: Requires additional lab support. On-line CCSS correlation of 53%	edition is easy to use, and read, p	rint edition uses s	small font.		
	Key Features: Principles of Physics, Class Set, 6 year, digital de	9781615639625	-			
	Principles of Physics, Individual License, 1 year, Principles of Physics, Individual License, 1 year,	9781615639861 9781615639632	-			
	Principles of Physics Solutions Guide	9781615639649				
XCAL Corporation / LJ Create	Scitex Learning Physics Teacher	X-CAL Corporation/L.J. Create	02-2011	9-12	9781907423307	R
	Notes: Recommended as a "Resource Only". C					
	Key Features: S tandards based instruction with Guided inquiry, on-line experiments, simulation, instruction.					
	Scitex Learning Physics Student		9781907423291			

2011 Curricular Materials Selection Committee Recommendations

page 112 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Anator	ny			
F.A. Davis	Essentials of Anatomy & Physiology	Valerie Scanlon	2011	9-12	9780803622562	Recommended
	Notes: CCSS alignment of 85%. Key Features: Highly detailed anatomy pho learning and make every concept clear. Questic reinforce understanding of the image and the cor including podcasts, animations, and a wealth of i boxes put theory into action. •Extensive microbio					
	Student Workbook for Essentials of Anatomy				9780803623248	
	Anatomy and Physiology in a Flash! An Interactive, Flash-Card Approach	Joy Hurst	2011	9-12	9780803623613	R
	Notes: Recommended as a "Resource Only". C Key Features: • Uses a body system organiz Features a conversational writing style that make facilitate mastery, • Concludes each chapter with book.) . Features more than 250 cards in full-color that tie specific illustrations to the terms for easy					
	Anatomy and Physiology in a Flash! An Intera	9780803624306				
Cengage Learning	Introduction to Anatomy and Physiology	Rizzo	2012	10-12	9781111138448	82%
	Key Features:					
	Instructor Resources	9781111138455	_			
McGraw-Hill	Study Guide Hole's Essentials of Human Anatomy & Physiology	Shier, Butler, Lewis	2012	AP	9781111138462 9780076593460	Highly Recommended
	Key Features: CCSS correlation of 65%.					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W3.7.

page 113 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Biology	/			
Bedford Freeman & Worth Publishers	Principles of Life (High School Edition), First Edition	Hillis, David	12	9-12	9781429291170	Highly Recommended
	Notes: Lacks support materials. Has 92% alignm Key Features:	nent to Biology Conent Standards.	CCSS correlation	n of 30%		
Holt McDougal	Starr Biology: The Unity and Diversity of Life, 12th Edition: Student Edition (High School AP Edition)	Cecie Starr, Ralph Taggart, Christine Evers, & Lisa Starr	2009	9-12	9780538734073	
	Notes: Has 76% alignment to Biology Content St	%				
	Starr Biology: The Unity and Diversity of Life, 12th Edition: AP Teacher's Binder		2008	9-12	9780495383154	
	Starr Biology: The Unity and Diversity of Life, 12th Edition: Student Interactive Workbook		2009	9-12	9780495558071	
	Starr Biology: The Unity and Diversity of Life, 12t test-prep workbook	2009	9-12	9780538495042		
	Starr Biology: The Unity and Diversity of Life, 12t	2007	9-12	9780534380250		
	Starr Biology: The Unity and Diversity of Life, 12t Access Card	2009	9-12	9781111568504		
	Starr Biology: The Unity and Diversity of Life, 12th Edition: Instructor's Resource Manual		2009	9-12	9780495558040	
	Starr Biology: The Unity and Diversity of Life, 12t ROM	h Edition: PowerLecture DVD-	2009	9-12	9780495558057	_
	Starr Biology: The Unity and Diversity of Life, 12t Guide	h Edition: Resource Integration	2009	9-12	9780495558064	
	Starr Biology: The Unity and Diversity of Life, 12t	h Edition: Test Bank	2009	9-12	9780495558187	7
	Starr Biology: The Unity and Diversity of Life, 12t CD-ROM		2009	9-12	9780495558378	
	Starr Biology: The Unity and Diversity of Life, 12t the Lab Manual	h Edition: Instructor's Manual for	2007	9-12	9780534403256	

2011 Curricular Materials Selection Committee Recommendations

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page 114 of 170

Science AP Science

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page 115 of 170

CONSENT - SDE

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
McGraw-Hill	Biology, Raven	Raven	2011	9-12	9780078936494	
	Notes: Has 93% alignment to Biology Content S Key Features:	Standards. CCSS correlation	of 43%			
Pearson Prentice Hall	Campbell Biology Student Edition with MasteringBiology with Pearson eText 6-Year Access	Reece	2011	9-12	9780131375048	
	Notes: Has 86% alignment to Biology Content S					
	Key Features:					
	Campbell Biology AP Test Prep Workbook	9780131375536				
	Campbell Biology Inquiry in Action	9780321683366	-			
	Campbell Biology Biological Inquiry: A Workboo	9780321683205				
	Campbell Biology Practicing Biology	9780321683281				
	Campbell Biology Activity Reading Guide	9780132603867				
	Campbell Biology Study Guide	9780321629920				
	Campbell Biology Study Card		9780321683229			
	Campbell Biology Short Guide to Writing about I				9780205667277]
	Campbell Biology Instructor Resource DVD with	9780321677860]			
	Campbell Biology ExamView CD	9780132372213				
	Campbell Biology Transparencies		9780321697080]		
	Campbell Biology Printed Test Banks	9780321697295				

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2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Chemis	try			
Holt McDougal	Zumdahl, Chemistry, 8th Edition: Student Edition (High School AP Version)	Steven Zumdahl & Susan Zumdahl	2012	9-12	9781111577346	Highly Recommended
	 Notes: Highly Recommended. Has 100% alignm Key Features: brings a conceptual approach to c students transition from theory to practice. The p concepts more efficiently by using examples in th emphasizes modeling, real-world applications, ar Correlation; AP* Multiple Choice Review Questio Superior Problem Sets consist of Active Learning Challenge Problems, Integrative Problems, and C Connecting to Biochemistry, highlights organic ar in pre-medicine, biology, and other health-related Stoichiometry helps students understand that this meaningful learning, rather than simply memorizi Approach in Chapters 3-6's Examples sections to through the solution; Problem-Solving S process of problem solving, helping them learn to 					
	Zumdahl, Chemistry, 8th Edition: Instructor's Ann Zumdahl, Chemistry, 8th Edition: Student Solutio		2012 2010	9-12 9-12	9780547168265 9780547168562	_
	Zumdahl, Chemistry, 8th Edition: Fast Track to a		2010	9-12	9780547168616	
	Zumdahl, Chemistry, 8th Edition: Study Guide Zumdahl, Chemistry, 8th Edition: AP Lab Manual		2010 2010	9-12 9-12	9780547168722 9780547168678	
	Zumdahl, Chemistry, 8th Edition: Online E-Book Zumdahl, Chemistry, 8th Edition: AP Teacher's R		2010 2012	9-12 9-12	9781111569617 9780538737852	4
	Zumdahl, Chemistry, 8th Edition: AP Teacher's R Zumdahl, Chemistry, 8th Edition: PowerLecture I		2012	9-12	9780538737852	-
	Zumdahl, Chemistry, 8th Edition: Complete Solut		2010	9-12	9780547168319	-
	Zumdahl, Chemistry, 8th Edition: AP Test Item F		2010	9-12	9780547168449	
	Zumdahl, Chemistry, 8th Edition: Inquiry Based L		2010	9-12	9780547168715	_
	Zumdahl, Chemistry, 8th Edition: Teacher's Reso		2010	9-12	9780547168098	_
	Zumdahl, Chemistry, 8th Edition: AP Interactive F	Resource CD	2010	9-12	9780547168647	

2011 Curricular Materials Selection Committee Recommendations

page 116 of 170

*Correlation to Science Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
McGraw-Hill	Chemistry, Silberberg	Silberberg	2012	AP	9780076593545	Highly Recommended		
	Notes: Correlates 92% to Chemistry Content S Key Features:	tandards. Lab manual is requ	uired. CCSS correlation	of 71%				
McGraw-Hill	Chemistry, Chang	Chang	2010	AP	9780078916915	Highly Recommended		
	Notes: Correlates 92% to Chemistry Content S Key Features:	tandards. Lab manual is requ	uired. CCSS correlation	of 100%				
Pearson prentice Hall	Chemistry: The Central Science Student Edition with MasteringChemistry with Pearson eText 6-Year Access + AP Test Prep Workbook	Brown	2012	9-12	9780132566322	Highly Recommended		
	Notes: Correlates 100% to Chemistry Content							
	Key Features: Chemistry: The Central Science Student Edition Year Access	9780132175081						
	Chemistry: The Central Science AP Test Prep V	9780132372206						
	Chemistry: The Central Science Student Guide	9780321704580 9780321705020						
		Chemistry: The Central Science Lab Experiments						
	Chemistry: The Central Science Solutions to Re				9780321705488 9780321705013	_		
		Chemistry: The Central Science Solutions to Black Exercises Chemistry: The Central Science Lab Annotated Instructor Edition						
	Chemistry: The Central Science Instructor Reso		9780321711977 9780321704993	\neg				
	Chemistry: The Central Science Instructor Reso	9780321705037						
	Chemistry: The Central Science ExamView CD				9780132499033	-		
	Chemistry: The Central Science Printed Test Ba	ank			9780321704979			
	Chemistry: The Central Science Transparencies				9780321704986			
	Chemistry: The Central Science Solutions to Ex	ercises			9780321705006	7		

2011 Curricular Materials Selection Committee Recommendations

page 117 of 170

*Correlation to Science Standards

Science

AP Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Enviromental	Science			
Bedford Freeman & Worth Publishers	Friedland/Relyea Environmental Science for AP*	Friedland, Andrew	11	9-12	9780716738497	Recommended w/ Reservations
	Notes: Lacking supplemental/support materials Key Features:		·			
	Teacher's Resource CD-Rom for Environmental	Science for AP*, First Edition	-		9781429270465	
Holt McDougal	Miller, Living in the Environment, 17th Edition: Student Edition (High School AP version)	G. Tyler Miller & Scott Spoolman	2012	9-12	9780538493833	
	Key Features:Brings the concept of sustainability exercises. The four scientific principles of sustain can take toward more sustainable lifestyles. The topics and issues into key concepts that students					
	Miller, Living in the Environment, 17th Edition: A		2012	9-12	9780538493802	
	Miller, Living in the Environment, 17th Edition: La Science		2009	9-12	9780495560241	
	Miller, Living in the Environment, 17th Edition: Fa	ast Track to a 5 AP test-prep	2012	9-12	9780538493826	
	Miller, Living in the Environment, 17th Edition: O Card		2012	9-12	9780538495684	
	Miller, Living in the Environment, 17th Edition: P	owerLecture DVD-ROM	2012	9-12	9780538493796	
McGraw Hill	Environmental Science: A Global Concern, Cunningham	Cunningham	2010	AP	9780078936401	
	Notes: CCSS correlates of 71%.	•	•	1		
	Key Features:					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 118 of 170

AP Science

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Physic	S			
Holt McDougal	Serway, College Physics, 9th Edition: Student Edition (High School AP version)	Raymond A. Serway & John W. Vuille	2012	9-12	9780840062062	
	Notes: CCSS correlation of 5%.					
	Key Features: is one of the leading textbooks for strategy for connecting physical theories to a con-					
	Serway, College Physics, 9th Edition: AP Teache	2012	9-12	9780840068743		
	Serway, College Physics, 9th Edition: Laboratory Manual		2008	9-12	9780495114529	
	Serway, College Physics, 9th Edition: Student Solutions Manual with Study Guide Vol. 1		2012	9-12	9780840068491	
	Serway, College Physics, 9th Edition:Student Solutions Manual with Study Guide Vol. 2		2012	9-12	9780840068675	
	Serway, College Physics, 9th Edition: Fast Track to a 5 AP test-prep workbook		2012	9-12	9780840068781	
	Serway, College Physics, 9th Edition: Online E-Book Printed Access Card (8/e)		2010	9-12	9781111945565	
	Serway, College Physics, 9th Edition:Laboratory Manual Instructor's Resource Guide		2008	9-12	9780495114536	
	Serway, College Physics, 9th Edition: PowerLecture CD-ROM with ExamView, Volume 2		2012	9-12	9780840068316	
	Serway, College Physics, 9th Edition: PowerLecte Volume 1	ure CD-ROM with ExamView,	2012	9-12	9780840068323	
	Serway, College Physics, 9th Edition: Instructor's	Solutions Manual Vol. 1	2012	9-12	9780840068705	
	Serway, College Physics, 9th Edition: Instructor's	Solutions Manual Vol. 2	2012	9-12	9780840068712	
Holt McDougal	Serway, Physics for Scientists and	Raymond A. Serway &	2010	9-12	9780538497220	
	Engineers, 8th Edition: Student Edition (High School AP Edition)	Chris Jewett				
	Notes: CCSS correlation of 5%.]
	Key Features: Is one of the leading textbooks for concise writing, carefully thought-out problem set pedagogy, while highlighting the essential role of	and leading-edge	educational	es		

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 119 of 170

Science

AP Science

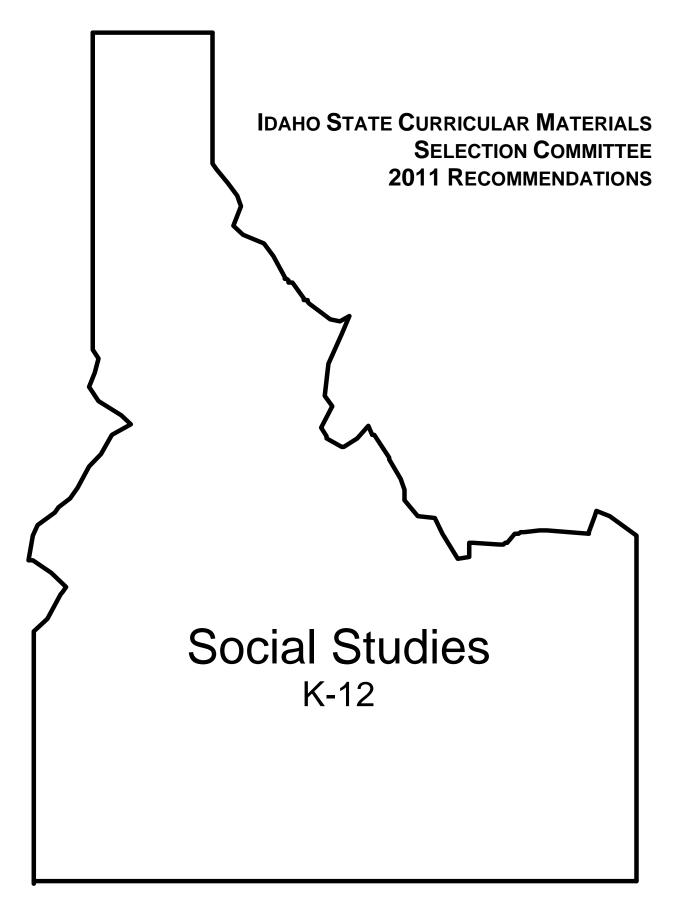
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Serway, Physics for Scientists and E	2010	9-12			
-	Serway, Physics for Scientists and Engineers, 8t	2010	9-12	9781439048771	1	
	Serway, Physics for Scientists and Engineers, 8t Access Card	2010	9-12	9781111570200		
	Serway, Physics for Scientists and Engineers, 8t Manual Vol. 1	2010	9-12	9781439048542		
	Serway, Physics for Scientists and Engineers, 8t Manual Vol. 2	h Edition: Student Solutions	2010	9-12	9781439048528	
	Serway, Physics for Scientists and Engineers, 8th Edition: Instructor's Solution Manual Vol. 1		2010	9-12	9781439048566	
	Serway, Physics for Scientists and Engineers, 8th Edition: Instructor's Solution Manual Vol. 2		2010	9-12	9781439048573	
	Serway, Physics for Scientists and Engineers, 8th Edition: PowerLecture CD- ROM Vol. 1		2010	9-12	9781439048856	
	Serway, Physics for Scientists and Engineers, 8t ROM Vol. 2	2010	9-12	9781439048863		
Pearson Prentice Hall	Physics: Principles with Applications, Updated Edition Student Edition + AP Test Prep: Physics	Giancoli	2009	9-12	9780131362772	
	Notes: CCSS correlation of 65%.		_			
	Physics: Principles with Applications, Updated E	dition Student Edition			9780136073024	-
	Physics: Principles with Applications, Updated E				9780536731586	-
	Physics: Principles with Applications, Updated E				9780130611468	1
	Physics: Principles with Applications, Updated E	dition Student Study Guide, Volum	ne 1		9780130352392	1
	Physics: Principles with Applications, Updated E	dition Student Study Guide, Volum	ne 2		9780131465572	1
	Physics: Principles with Applications, Updated E	Physics: Principles with Applications, Updated Edition Student Pocket Guide				
	I Physics: Principles with Applications, Updated I	9780130352460	7			
	Physics: Principles with Applications, Updated E	Physics: Principles with Applications, Updated Edition Instructor Solutions Manual, Volume 1				
	Physics: Principles with Applications, Updated E	dition Instructor Solutions Manual,	Volume 2		9780131415454	1
	Physics: Principles with Applications, Updated E	dition Instructor's Resource Manua	al		9780130352514	7
	Physics: Principles with Applications, Updated E	dition Transparencies			9780130352453	7
	Physics: Principles with Applications, Updated E	dition Test Item File			9780130473110	7

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Science Standards

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page 120 of 170



Social Studies Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
		Geograp	hy						
lolt McDougal	Holt McDougal Geography: Student Edition	Daniel D. Arreola, Marci Smith Deal, James F. Petersen,	2012	6-12	9780547491103	Highly Recommended Western			
		Rickie Sanders				Hemisphere = 94%			
	Notes: Highly Recommended. Higher level text f		Eastern						
	CCSS correlation of 100%.	-		-					
	Key Features:		Hemisphere = 95%						
	Holt McDougal Geography: Teacher's Edition	9780547491110							
	Holt McDougal Geography: Student Premium Pac	9780547557496							
	Online Edition 6-Year Subscription)								
	Holt McDougal Geography: Interactive Online Edi	9780547519630							
	Holt McDougal Geography: Interactive Online Edi	9780547519623							
	Holt McDougal Geography: Premium Interactive (9780547519654							
	Holt McDougal Geography: Premium Interactive (9780547519616							
	Holt McDougal Geography: Student Edition, Class				9780547560144				
	Holt McDougal Geography: Student Edition One S				9780547519494				
	Holt McDougal Geography: Student One Stop DV				9780547560151				
	Holt McDougal Geography: Guided Reading Work				9780547519517				
	Holt McDougal Geography: Spanish/English Guid				9780547519531				
	Holt McDougal Geography: eReader Files, 6-Yea				9780547521398				
	Holt McDougal Geography: Interactive Online Edi				9780547519548	_			
	Holt McDougal Geography: Interactive Online Edi				9780547519609				
	Holt McDougal Geography: Premium Interactive (9780547519555				
	Holt McDougal Geography: Premium Interactive (6-Yr Subscription		9780547519593				
	Holt McDougal Geography: Teachers Resource F	9780618162666							
	Holt McDougal Geography: Reading Toolkit for Se	ocial Studies: world Geography			9780618477050				
	Primary Source Activity Kit Experiencing World History and Geography				9780554024615				
	Holt McDougal Geography: Guided Reading and	Spanish/English Guided Paadir	a Workbooks Anowe	or Kov	9780030992407 9780547520674	_			
	The World's Music Audio Program	Spanish/English Gulded Readin	IY WUIKDUUKS ANSWE	i i i i i i i i i i i i i i i i i i i	9780547232089				
	World History Library of Primary Sources CD-RO	Λ			9780547232059				

2011 Curricular Materials Selection Committee Recommendations

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page 122 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Geography: (Continue	ed)	2012	6-12		
5	Holt McDougal Geography: Power Presentations		9780547519647			
	Holt McDougal Geography: The Voyageur Exper				9780618663484	
	Holt McDougal Geography: Teacher One Stop D				9780547519586	
	Virtual File Cabinet DVD-ROM				9780554010601	
	Holt McDougal Geography: Course Cartridge (pe	er Student/per 1-year)			9780547522623	
	Course Cartridge (per Student/per 6-year)				9780547774381	
	Holt McDougal Geography: Learning Village Lesson Plans (per Teacher/per 1-yr) 9780547522081					
	Geo	graphy Eastern	Hemisph	ere		
Holt McDougal	Holt McDougal Eastern World: Student Edition	Dr. Christopher L. Salter	2012	6-8	9780547484761	83%
	Notes: CCSS correlation of 81%		1			
	Key Features:		4			
	Holt McDougal Eastern World: Teacher's Edition		2012	6-8	9780547485867	
	Holt McDougal Eastern World: Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012	6-8	9780547557595	
	Holt McDougal Eastern World: Interactive Online Subscription	2012	6-8	9780547534992		
	Holt McDougal Eastern World: Interactive Online Edition, Student Access, 6-Year Subscription		2012	6-8	9780547534947	
	Holt McDougal Eastern World: Premium Interactive Online Edition Student Access, 1-Year Subscription		2012	6-8	9780547534404	
	Holt McDougal Eastern World: Premium Interactive Online Edition, Student Access, 6-Year Subscription		2012	6-8	9780547534305	
	Holt McDougal Eastern World: Class Set of 25, 5	Student Editions	2012	6-8	9780547561097	
	Holt McDougal Eastern World: Student One Stor		2012	6-8	9780547535456	
	Holt McDougal Eastern World: Class Set of 25, 5		2012	6-8	9780547561127	-
	Holt McDougal Eastern World: Guided Reading		2012	6-8	9780547513195	
	Holt McDougal Eastern World: Spanish/English		2012	6-8	9780547513294	
	Holt McDougal Eastern World: eReader Files, 6-		2012	6-8	9780547534633	1
				0.0		1
	Holt McDougal Eastern World: Student Edition C	n Audio CD Program	2007	6-8	9780030786976	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

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page 123 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Eastern World (Conti	nued)	2012	6-8		
-	Holt Student World Atlas		2007	6-8	9780030797743	
	Interactive Skills Tutor CD-ROM		2007	6-8	9780030419331	
	Interactive Skills Tutor CD-ROM Site License		2007	6-8	9780030426643	
	Interactive Skills Tutor CD-ROM Network License	9	2007	6-8	9780030454127	
	Holt McDougal Eastern World: Interactive Online Subscription		2012	6-8	9780547535425	
	Holt McDougal Eastern World: Interactive Online Subscription		2012	6-8	9780547535227	
	Holt McDougal Eastern World: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547536019]
	Holt McDougal Eastern World: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012	6-8	9780547535326	
	Holt McDougal Eastern World: Differentiated Instruction Teacher Management System		2007	6-8	9780030786815	
	Holt McDougal Eastern World: Program Assessment Support System		2007	6-8	9780030786822	
	Guided Reading and Spanish/English Guided Reading Workbooks Answer Key		2012	6-8	9780547535197	
	Holt McDougal Eastern World: Power Presentation		2012	6-8	9780547535593	
	Holt McDougal Eastern World: Spanish Chapter S Program	2007	6-8	9780030786983		
	Holt McDougal Eastern World: Teacher One Stop DVD-ROM		2012	6-8	9780547535555	
	Holt McDougal Eastern World: Geographic Impac	Holt McDougal Eastern World: Geographic Impact Video Program DVD		6-8	9780030786969]
	Reading Social Studies		2007	6-8	9780030797767]
	World History and Geography Document-Based (2003	6-8	9780030666896]
	World History Library of Primary Sources CD-RO	M	2009	6-12	9780547232058	
	Experiencing World History and Geography		2008	6-8	9780030992407	
	Geography, Science, and Culture Activities with A	Answer Key	2007	6-8	9780030780233	
	Holt Student World Atlas with Answer Key		2008	6-12	9780030934209	
	The World's Music Audio Program		2009	6-12	9780547232089	
	Primary Source Activity Kit		2009	6-12	9780554024615]
	Virtual File Cabinet DVD-ROM		2010	6-12	9780554010601]
	Holt McDougal Eastern World: Course Cartridge	(per Student/per 1-year)	2012	6-8	9780547534732]
	Course Cartridge (per Student/per 6-year)		2012	6-8	9780547774701	
	Holt McDougal Eastern World: Learning Village L	esson Plans(per Teacher/per 1yr)	2012	6-8	9780547535142	

2011 Curricular Materials Selection Committee Recommendations

page 124 of 170

*Correlation to Social Studies Standards

Social Studies Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*			
	Geo	graphy Western	Hemisph	here					
Holt McDougal	Holt McDougal Western World: Student Edition	Dr. Christopher L. Salter	2012	6-8	9780547484952	Recommended w/ Reservations 82%			
	Notes: CCSS correlation of 100% Key Features: Provides a world geography program that offers standards-based content and research-based reading instruction to ensure student mastery and comprehension. A strong map program is just the beginning of a understanding of the world. A clean, navigable design and is accentuated by an art program that is both engaging and instructional. Its strong skills program ensures that students learn the Essential Elements and Themes of World Geography. The program features a consistent instructional design and solid pedagogy, including Essential Questions, considerate text model, reading instruction, and scaffolded assessment. Up-to-date, authoritative, real- world data in this geography/regional studies program is provided through our partnership with the World Almanac Education Group. To support the goal of captivating 21st century students with compelling multimedia connections, Holt McDougal and HISTORY® offer this text in an interactive online edition that links the content of a Student Edition with a world of enhanced features, such as activities, interactive graphics, multimedia explorations, assessments, and digital access to companion support material, including reading support, primary sources,			beginning of an oth engaging nemes of World ssential noritative, real- 'orld Almanac a connections, a Student ttions,					
	Holt McDougal Western World: Teacher's Edition	I	2012	6-8	9780547485874				
	Holt McDougal Western World: Student Premium Edition and Premium Interactive Online Edition 6	-Year Subscription)	2012	6-8	9780547557755				
	Holt McDougal Western World: Interactive Online Subscription		2012	6-8	9780547535012				
	Holt McDougal Western World: Interactive Online Subscription		2012	6-8	9780547535098				
	Holt McDougal Western World: Premium Interact Access, 1-Year Subscription		2012	6-8	9780547534435				
	Holt McDougal Western World: Premium Interact Access, 6-Year Subscription	2012	6-8	9780547534398					
	Holt McDougal Western World: Class Set of 25,	Student Editions	2012	6-8	9780547561134				
	Holt McDougal Western World: Student One Sto		2012	6-8	9780547535463				
	Holt McDougal Western World: Class Set of 25,		2012	6-8	9780547561141				
	Holt McDougal Western World: Guided Reading	Workbook	2012	6-8	9780547513102				

2011 Curricular Materials Selection Committee Recommendations

page 125 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Western World (Conti	nued)	2012	6-8		
•	Holt McDougal Western World: Spanish/English Guided Reading Workbook		2012	6-8	9780547513201	
	Holt McDougal Western World: eReader Files, 6-		2012	6-8	9780547534619	
	Holt McDougal Western World: Student Edition C	n Audio CD Program	2007	6-8	9780030787225	
	World History and Geography Document-Based (Questions Activities	2003	6-8	9780030666889	
	Holt Student World Atlas		2007	6-8	9780030797743	
	Interactive Skills Tutor CD-ROM		2007	6-8	9780030419331	
	Interactive Skills Tutor CD-ROM Site License		2007	6-8	9780030426643	
	Interactive Skills Tutor CD-ROM Network License	9	2007	6-8	9780030454127	
	Holt McDougal Western World: Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547535432	
	Holt McDougal Western World: Interactive Online Edition, Teacher Access, 6- Year Subscription		2012	6-8	9780547535234	
	Holt McDougal Western World: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547536026	
	Holt McDougal Western World: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012	6-8	9780547535333	
	Holt McDougal Western World: Differentiated Instruction Teacher Management System		2007	6-8	9780030787089	
	Holt McDougal Western World: Program Assessr	nent Support System Package	2007	6-8	9780030787096	
	Holt McDougal Western World: Guided Reading and Spanish/English Guided Reading Workbooks Answer Key		2012	6-8	9780547535210	
	Holt McDougal Western World: Power Presentations with Media Gallery DVD- ROM		2012	6-8	9780547535609	
	Holt McDougal Western World: Teacher One Sto		2012	6-8	9780547535562	
	Holt McDougal Western World: Geography's Imp		2007	6-8	9780030787218	
	Holt McDougal Western World: Spanish Chapter		2007	6-8	9780030787232	1
	Program					
	Reading Social Studies		2007	6-8	9780030797767	
	World History and Geography Document-Based (2003	6-8	9780030666896]
	World History Library of Primary Sources CD-RO	M	2009	6-12	9780547232058]
	Experiencing World History and Geography		2008	6-8	9780030992407]
	Geography, Science, and Culture Activities with A	Answer Key	2007	6-8	9780030780233]
	Holt Student World Atlas with Answer Key		2008	6-12	9780030934209]
	The World's Music Audio Program		2009	6-12	9780547232089	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W.3.7.

page 126 of 170

Grades	s 6-8

Social Studies

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal Western World (Conti	nued)	2012	6-8		
0	Primary Source Activity Kit		2009	6-12	9780554024615	
	Virtual File Cabinet DVD-ROM		2010	6-12	9780554010601	
	Holt McDougal Western World: Course Cartridge	(per Student/per 1-year)	2012	6-8	9780547534787	
	Course Cartridge (per Student/per 6-year)		2012	6-8	9780547774718	
	Holt McDougal Western World: Learning Village I 1-year)	Lesson Plans (per Teacher/per	2012	6-8	9780547535166	
	Wo	orld History & C	ivilizatior	IS		
Holt McDougal	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Student Edition	Dr. Stanley M. Burstein, Dr. Richard Shek	2012	6-8	9780547485829	Recommend w/ Reservations 78%
	Notes: CCSS correlation of 88%	1	1			-
	Key Festures					
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Teacher's Edition		2012	6-8	9780547485942	-
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012	6-8	9780547557670	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Interactive Online Edition Student Access, 1-Year Subscription		2012	6-8	9780547521756	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Interactive Online Edition, Student Access, 6-Year Subscription		2012	6-8	9780547521770	
	Holt McDougal World History: Ancient Civilization Premium Interactive Online Edition Student Acce	ss, 1-Year Subscription	2012	6-8	9780547521800	
	Holt McDougal World History: Ancient Civilization Premium Interactive Online Edition, Student Acce	ess, 6-Year Subscription	2012	6-8	9780547521794	7
	Holt McDougal Holt McDougal World History: Ancient Civilizations Through the Renaissance: Class Set of 25, Student Editions		2012	6-8	9780547561165	_
	Holt McDougal Holt McDougal World History: Ancient Civilizations Through the Renaissance: Student One Stop DVD-ROM		2012	6-8	9780547521725	
	Holt McDougal World History: Ancient Civilization Class Set of 25, Student One Stop DVD-ROMs	ns Through the Renaissance:	2012	6-8	9780547561103	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

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page 127 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History: Ancient the Renaissance (Continued)	nt Civilizations Through	2012	6-8		
	Holt Student World Atlas		2007	6-8	9780030797743	
	Content Reader: The Ancient World		2003	6-8	9780030650338	
	Content Reader: World in Transition		2003	6-8	9780030650345	
	Holt McDougal World History: Ancient Civilization Guided Reading Workbook	s Through the Renaissance:	2012	6-8	9780547513089	-
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Spanish/English Guided Reading Workbook		2012	6-8	9780547513072	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: eReader Files, 6-Year Subscription		2012	6-8	9780547521831]
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547521930	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Interactive Online Edition, Teacher Access, 6-Year Subscription		2012	6-8	9780547522029	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547521978	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012	6-8	9780547522043	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Chapter Resource Files With Answer Key		2006	6-8	9780030423291	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Differentiated Instruction Teacher Management System		2006	6-8	9780030423321	
	Holt Student World Atlas with Answer Key		2008	6-12	9780030934209]
	Program Assessment Support System		2006	6-8	9780030423345]
	Experiencing World History and Geography		2008	6-8	9780030992407]
	Content Reader: The Ancient World Teacher's Gu	lide	2003	6-8	9780030665431	1
	Content Reader: World in Transition Teacher's G	uide	2003	6-8	9780030665448	1
	Primary Source Activity Kit		2009	6-8	9780554024615	1
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Differentiated Instruction Modified Worksheets and Tests CD-ROM with Answer Kit		2006	6-8	9780030423390]
	History's Impact: World History DVD Program		2006	6-8	9780030422225	1
	World History Library of Primary Sources CD-RO	Μ	2009	6-12	9780547232058	1
	Interactive Skills Tutor CD-ROM		2007	6-8	9780030419331	1

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

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page 128 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History: Ancier the Renaissance (Continued)	nt Civilizations Through	2012	6-8		
	Interactive Skills Tutor CD-ROM Site License		2007	6-8	9780030426643	
	Interactive Skills Tutor CD-ROM Network License		2007	6-8	9780030454127	
	The World's Music Audio Program		2009	9-12	9780547232089	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Power Presentations with Media Gallery DVD-ROM		2012	6-8	9780547522203	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Spanish Chapter Summaries Audio CD Program		2006	6-8	9780030423444	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Student Edition Audio CD Program		2006	6-8	9780030423529	1
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Teacher One Stop DVD-ROM		2012	6-8	9780547521909]
	Transparencies CD-ROM		2006	6-8	9780030423888	
	Virtual File Cabinet DVD-ROM		2010	6-12	9780554010601	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Course Cartridge (per Student/per 1-year)		2012	6-8	9780547522654	
	Course Cartridge (per Student/per 6-year)		2012	6-8	9780547774619	
	Holt McDougal World History: Ancient Civilizations Through the Renaissance: Learning Village Lesson Plans (per Teacher/per 1-year)		2012	6-8	9780547522746	
	Reading Like A Historian: World History Toolkit	* ·	2008	6-8	9780030938252	
	Reading Social Studies		2007	6-8	9780030797767	1
	HMH & History® Streaming Digital Media Library Subscription)		2012	4-12	9780547548531]
	HMH & History® Streaming Digital Media Library Subscription)		2012	4-12	9780547548340]
	HMH & History® Streaming Digital Media Library Subscription)	,	2012	4-12	9780547739571	
	HMH & History® Streaming Digital Media Library Student Access (6-Year Subscription)		2012	4-12	9780547739496	
	HMH & History® Streaming Digital Media Library School Site License (1-Year Subscription)		2012	4-12	9780547548494	
	HMH & History® Streaming Digital Media Library School Site License (6-Year Subscription)		2012	4-12	9780547548203	

2011 Curricular Materials Selection Committee Recommendations

page 129 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History: Ancient Civilizations Through the Renaissance (Continued)		2012	6-8		
	HMH & History® Streaming Digital Media Library Subscription)	District Site License (1-Year	2012	4-12	9780547548500	
	HMH & History® Streaming Digital Media Library Subscription)	,	2012	4-12	9780547548210	
	Global History Multimedia Classroom Packages	Parts 1 and 2	2012	6-12	9780547535814	
	Global History Multimedia Classroom Package P	art 1	2012	6-12	9780547535777	
	Global History Multimedia Classroom Package Part 2		2012	6-12	9780547535760	
	Holt McDougal World History Full	Dr. Stanley M.	2012	6-8	9780547485805	100%
	Survey: Student Edition	Burstein, Dr. Richard Shek				
	Notes: CCSS correlation of 100%					
	Key Festures					
	Holt McDougal World History Full Survey: Teacher's Edition		2012	6-8	9780547485935]
	Holt McDougal World History Full Survey: Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012	6-8	9780547557625	
	Holt McDougal World History: Interactive Online Edition Student Access, 1-Year Subscription		2012	6-8	9780547521862	
	Holt McDougal World History Full Survey: Interactive Online Edition, Student Access, 6-Year Subscription		2012	6-8	9780547521749	
	1-Year Subscription	Holt McDougal World History: Premium Interactive Online Edition Student Access,		6-8	9780547521763]
	Holt McDougal World History Full Survey: Premin Student Access, 6-Year Subscription	um Interactive Online Edition,	2012	6-8	9780547521787	
	Holt McDougal World History: Spanish Student E	dition	2012	6-8	9780547485812	
	Holt McDougal World History: Class Set of 25, S		2012	6-8	9780547561080	
	World History Full Survey: Student One Stop DV		2012	6-8	9780547521718	
	Holt McDougal World History: Class Set of 25, S	tudent One Stop DVD-ROMs	2012	6-8	9780547561110	
	Holt Student World Atlas		2007	6-8	9780030797743	
	Content Reader: The Ancient World		2003	6-8	9780030650338	
	Content Reader: World in Transition		2003	6-8	9780030650345	
	World History Full Survey: Guided Reading Work	book	2012	6-8	9780547513065	

2011 Curricular Materials Selection Committee Recommendations

page 130 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History Full Survey (Continued)		2012	6-8		
•	World History Full Survey: Spanish/English Guided Reading Workbook		2012	6-8	9780547513096	
	Holt McDougal World History: eReader Files, 6-Year	Subscription	2012	6-8	9780547521817	
	Holt McDougal World History: Interactive Online Editi Subscription		2012	6-8	9780547521916	
	Holt McDougal World History Full Survey: Interactive Access, 6-Year Subscription	Online Edition, Teacher	2012	6-8	9780547521992	
	Holt McDougal World History: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012	6-8	9780547521954	
	Holt McDougal World History Full Survey: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012	6-8	9780547522036]
	World History Full Survey: Chapter Resource Files with Answer Key		2006	6-8	9780030422478	
	World History Full Survey: Differentiated Instruction Teacher Management System		2006	6-8	9780030422485	
	Holt Student World Atlas with Answer Key		2008	6-12	9780030934209	
	Program Assessment Support System		2006	6-8	9780030423345	
	Experiencing World History and Geography		2008	6-8	9780030992407	
	Content Reader: The Ancient World Teacher's Guide		2003	6-8	9780030665431	
	Content Reader: World in Transition Teacher's Guide	9	2003	6-8	9780030665448	
	Primary Source Activity Kit		2009	6-8	9780554024615	
	World History Full Survey: Differentiated Instruction Modified Worksheets and Tests CD-ROM with Answer Kit		2006	6-8	9780030422546	
	History's Impact: World History DVD Program		2006	6-8	9780030422225	
	World History Library of Primary Sources CD-ROM		2009	6-12	9780547232058	
	Interactive Skills Tutor CD-ROM		2007	6-8	9780030419331	
	Interactive Skills Tutor CD-ROM Site License		2007	6-8	9780030426643	
	Interactive Skills Tutor CD-ROM Network License		2007	6-8	9780030454127	
	The World's Music Audio Program		2009	6-12	9780547232089	
	Holt McDougal World History Full Survey: Power Pre Gallery DVD-ROM		2012	6-8	9780547522227	
	World History Full Survey: Spanish Chapter Summar	ies Audio CD Program	2006	6-8	9780030422591	
	World History Full Survey: Student Edition Audio CD	Program	2006	6-8	9780030422676	
	Holt McDougal World History Full Survey: Teacher O	ne Stop DVD-ROM	2012	6-8	9780547521923	
	Transparencies CD-ROM		2006	6-8	9780030423888	
	Virtual File Cabinet DVD-ROM		2010	6-12	9780554010601	
	Holt McDougal World History: Course Cartridge (per	Student/per 1-vear)	2012	6-8	9780547522678	7

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

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page 131 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History Full Su	rvey (Continued)	2012	6-8		
U	Course Cartridge (per Student/per 6-year)		2012	6-8	9780547774503	
	Holt McDougal World History: Learning Village Le year)	esson Plans (per Teacher/per 1-	2012	6-8	9780547522692	
	Reading Social Studies		2007	6-8	9780030797767	
	World History Full Survey: Guided Reading and Spanish/English Guided Reading Workbooks Answer Key		2012	6-8	9780547522050	
	Reading Like A Historian: World History Toolkit		2008	6-8	9780030938252	
		US History	/			
Holt McDougal	Holt McDougal United States History: Beginnings to 1877: Student Edition	William Deverell, Deborah Gray	2012	6-12	9780547484693	Highly Recommended 100%
	Notes: High level for grades 6-8. CCSS correlation	Notes: High level for grades 6-8. CCSS correlation of 100%				
	Key Features:					
	Holt McDougal United States History: Beginnings to 1877: Teacher's Edition		2012		9780547484785	
	Holt McDougal United States History: Beginnings to 1877: Student Premium Package (Package includes Student Edition and 6-year Student Access to the Premium Interactive Online Edition)		2012		9780547557809	
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Student Access, 1-Year Subscription		2012		9780547523033	
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Student Access, 6-year subscription		2012		9780547522876	
	Holt McDougal United States History: Beginnings Online Edition Student Access, 1-Year Subscripti	on	2012		9780547523125	
	Holt McDougal United States History: Beginnings Online Edition Student Access, 6-year subscription	n	2012		9780547522913	
	Holt McDougal United States History: Beginnings to 1877: Class Set of 25, Student Editions		2012		9780547560939	
	Holt McDougal United States History: Beginnings to 1877: Student One Stop CD- ROM		2012		9780547523040	
	Holt McDougal United States History: Beginnings Student One Stop	to 1877: Class Set of 25,	2012		9780547560946	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

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page 132 of 170

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States History (Continued)	: Beginnings to 1877	2012	6-12		
	Content-Area Reader United States: Change and	Challenge Student Edition	2003		9780030650369	
	Holt Student World Atlas		2007		9780030797743	
	Reading Like a Historian Toolkit for American His	tory	2007		9780030930744	
	Constitution Study Guide		2012		9780030419225	
	Holt McDougal United States History: Beginnings to 1877: Guided Reading Workbook		2012		9780547513010	
	Holt McDougal United States History: Beginnings to 1877: Spanish/English Guided Reading Workbook		2012		9780547513058	
	Interactive Skills Tutor CD-ROM		2007		9780030419331	1
	Holt McDougal United States History: Beginnings to 1877: eReader Files, 6-year subscription		2012		9780547534312	
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Teacher Access, 1-Year Subscription		2012		9780547523323	
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Teacher Access, 6-year subscription		2012		9780547523156	
	Holt McDougal United States History: Beginnings Online Edition Teacher Access, 1-Year Subscript		2012		9780547523361	
	Holt McDougal United States History: Beginnings Online Edition Teacher Access, 6-year subscription		2012		9780547523279	
	Holt McDougal United States History: Beginnings Files with Answer Keys	to 1877: Chapter Resource	2007		9780030413421	
	Content-Area Reader United States: Change and	Challenge Teacher's Edition	2003		9780030665462	1
	Democracy and Civics Education Resources		2006		9780030419348	1
	Democracy and Civic Education Resources Answ	ver Key	2006		9780030419232	
	Holt McDougal United States History: Beginnings Instruction Teacher Management System	to 1877: Differentiated	2007		9780030428890	
	Holt McDougal United States History: Beginnings Instruction Modified Worksheets and Tests CD-R		2007		9780030429125]
	Experiencing American History		2007		9780030993190	1
	Holt Student World Atlas with Answer Key		2007		9780030934209	1
	Primary Source Activity Kit		2009		9780554024615	1
	Holt McDougal United States History: Beginnings Support System with Answer Key	to 1877: Progress Assessment	2007		9780030428944]

2011 Curricular Materials Selection Committee Recommendations

page 133 of 170

*Correlation to Social Studies Standards

Social Studies Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States History: Beginnings to 1877 (Continued)		2012	6-12		
-						
	Holt McDougal United States History: Beginnings to 1877: History's Impact: United States History Video Program DVD		2006		9780030418778	
	United States History Library Of Primary Sources CD-ROM		2009		9780547232041	
	Interactive Skills Tutor CD-ROM Site License		2007		9780030426643	
	Interactive Skills Tutor CD-ROM Network License	•	2007		9780030454127]
	Holt McDougal United States History: Beginnings to 1877: Power Presentations with Media Gallery DVD-ROM		2012		9780547523187	
	Holt McDougal United States History: Beginnings to 1877: Spanish Chapter Summaries Audio CD Program		2007		9780030429194	
	Holt McDougal United States History: Beginnings Audio CD Program Grades	to 1877: Student Edition on	2007		9780030429187	
	Holt McDougal United States History: Beginnings DVD-ROM	to 1877: Teacher One Stop	2012		9780547522951	
	Virtual File Cabinet DVD-ROM		2010		9780554010601	1
	American Music Audio Program		2009		9780547232065	
	Holt McDougal United States History: Beginnings to 1877: Course Cartridge (per Student/per 1-year)		2012		9780547534350]
	Course Cartridge (per Student/per 6-year)		2012		9780547774565	
	Holt McDougal United States History: Beginnings to 1877: Learning Village Lesson Plans (per Teacher/per 1-year)		2012		9780547523408	

2011 Curricular Materials Selection Committee Recommendations

page 134 of 170

*Correlation to Social Studies Standards

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		American Gov	ernment			
olt McDougal	Holt McDougal United States Government: Principles in Practice: Student Edition	Luis Ricardo Fraga	2012	9-12	9780547451381	Highly Recommended 98%
	Notes: Highly Recommended. CCSS correlation					
	Key Features:					
	Holt McDougal United States Government: Princi	9780547497129				
	Holt McDougal United States Government: Princi	9780547557489				
	Edition and Premium Interactive Online Edition 6-		_			
	Holt McDougal United States Government: Princi Subscription	9780547520506				
	Holt McDougal United States Government: Princi Subscription	9780547520490				
	Holt McDougal United States Government: Princi	oles in Practice: Class Set of 25	, Student Editions		9780547560205	
	United States Government: Principles in Practice	9780547520513				
	Holt McDougal United States Government: Princi	9780547560335				
	Guided Reading Activities With Answer Key	9780554010595				
	United States Government: Principles in Practice	9780554008134	-			
	United States Government: Principles in Practice	9780554010564				
	Democracy and Civics Education Resources	9780030419348				
	Constitution Study Guide	9780030419225				
	United States Government: Principles in Practice	9780554008141	-			
	Holt McDougal United States Government: Princi	9780547521497				
	Holt McDougal United States Government: Princi Subscription	9780547520551				
	Holt McDougal United States Government: Princi Subscription	9780547520544				
	United States Government: Principles in Practice				9780554009544	1
	United States Government: Principles in Practice			le	9780554009711	1
	United States Government: Principles in Practice	Advanced Placement Review a	and Activities With A	nswer Key	9780554012988	
	United States Government: Principles in Practice	Differentiated Instruction Teac	her Management Sy	stem	9780554010557	
	Guided Reading Activities With Answer Key				9780554010595 9780554010571	
		United States Government: Principles in Practice: Progress Assessment Support System With Answer Key				
		United States Government: Principles in Practice: Supreme Court Case Studies With Answer Key				
		Holt McDougal United States Government: Principles in Practice: Teaching Transparencies				
		United States Government: Principles in Practice: Government-At-A-Glance Poster				
	Holt McDougal United States Government: Princi	<u>oles in Practice: Teacher</u> One S	top DVD-ROM		9780547520520	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W.3.7.

page 135 of 170

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States Govern	ment: Principles in	2012	9-12		
	Practice (Continued)					
	Holt McDougal United States Government: Princi	9780547520599				
	Virtual File Cabinet DVD-ROM	9780554010601				
	Holt McDougal United States Government: Princi	9780547522753				
	Course Cartridge (per Student/per 6-year)	9780547774404				
	Holt McDougal United States Government: Principles in Practice: Learning Village Lesson Plans (per Teacher/per 1- year)				9780547522210	

2011 Curricular Materials Selection Committee Recommendations

page 136 of 170

*Correlation to Social Studies Standards

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		Geograp	hy			
Holt McDougal	Holt McDougal Geography: Student Edition	Arreola, Smith Deal,. Petersen, Sanders	2012	6-12	9780547491103	Highly Recommended
	Notes: Highly Recommended. Upper level text; correlation of 100%.	6-8. CCSS		Western Hemisphere = 94%		
	Holt McDougal Geography: Teacher's Edition	9780547491110	•			
	Holt McDougal Geography: Student Premium Pac Online Edition 6-Year Subscription)	9780547557496	Eastern Hemisphere = 95%			
	Holt McDougal Geography: Interactive Online Ed	tion Student Access, 1-Year Sub	scription		9780547519630	
	Holt McDougal Geography: Interactive Online Ed	9780547519623				
	Holt McDougal Geography: Premium Interactive	9780547519654				
	Holt McDougal Geography: Premium Interactive	9780547519616				
	Holt McDougal Geography: Student Edition, Clas	s Set of 25			9780547560144	
	Holt McDougal Geography: Student Edition One	Stop DVD-ROM			9780547519494	
	Holt McDougal Geography: Student One Stop DV	Holt McDougal Geography: Student One Stop DVD-ROM, Class Set of 25				
	Holt McDougal Geography: Guided Reading Wor	9780547519517				
	Holt McDougal Geography: Spanish/English Guid	9780547519531				
	Holt McDougal Geography: eReader Files, 6-Yea	9780547521398				
	Holt McDougal Geography: Interactive Online Ed	tion Teacher Access, 1-Year Sub	oscription		9780547519548	
	Holt McDougal Geography: Interactive Online Ed	9780547519609	—			
	Holt McDougal Geography: Premium Interactive (Holt McDougal Geography: Premium Interactive Online Edition Teacher Access, 1-Year Subscription				
	Holt McDougal Geography: Premium Interactive (Online Edition, Teacher Access, 6	6-Yr Subscription		9780547519593	
	Holt McDougal Geography: Teachers Resource F	ackage			9780618162666	-
	Holt McDougal Geography: Reading Toolkit for S	ocial Studies: World Geography			9780618477050	
	Primary Source Activity Kit				9780554024615	
	Experiencing World History and Geography				9780030992407	7
	Holt McDougal Geography: Guided Reading and	Spanish/English Guided Reading	Workbooks Answe	er Key	9780547520674	
	The World's Music Audio Program				9780547232089	
	World History Library of Primary Sources CD-RO				9780547232058	
	Holt McDougal Geography: Power Presentations	with Media Gallery DVD-ROM			9780547519647	
	Holt McDougal Geography: The Voyageur Experi				9780618663484	
	Holt McDougal Geography: Teacher One Stop D	/D-ROM			9780547519586	
	Virtual File Cabinet DVD-ROM				9780554010601	
	Holt McDougal Geography: Course Cartridge (pe	Student/per 1-year)			9780547522623	
	Course Cartridge (per Student/per 6-year)				9780547774381	
	Holt McDougal Geography: Learning Village Less	on Plans (per Teacher/per 1-yea	r)		9780547522081	

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W.3.7.

TAB 11 Page 140

page 137 of 170

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		US Histor	y I			
lolt McDougal	Holt McDougal United States History: Beginnings to 1877: Student Edition	William Deverell, Deborah Gray	2012	6-12	9780547484693	Highly Recommended 100%
	Notes: High level for grades 6-8. CCSS correlati					
	Key Features: Holt McDougal United States History: Beginnings to 1877: Teacher's Edition 2012				9780547484785	-
	Holt McDougal United States History: Beginnings Package (Package includes Student Edition and C Premium Interactive Online Edition)	2012 2012		9780547557809		
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Student Access, 1-Year Subscription		2012		9780547523033	-
	Holt McDougal United States History: Beginnings Edition Student Access, 6-year subscription	to 1877: Interactive Online	2012		9780547522876	
	Holt McDougal United States History: Beginnings	Holt McDougal United States History: Beginnings to 1877: Premium Interactive Online Edition Student Access, 1-Year Subscription			9780547523125	
	Holt McDougal United States History: Beginnings to 1877: Premium Interactive Online Edition Student Access, 6-year subscription		2012		9780547522913	-
	Holt McDougal United States History: Beginnings Student Editions	2012		9780547560939		
	Holt McDougal United States History: Beginnings ROM	2012		9780547523040		
	Holt McDougal United States History: Beginnings Student One Stop	to 1877: Class Set of 25,	2012		9780547560946	1
	Content-Area Reader United States: Change and	Challenge Student Edition	2003		9780030650369	-
	Holt Student World Atlas	<u> </u>	2007		9780030797743	
	Reading Like a Historian Toolkit for American His	tory	2007		9780030930744	
	Constitution Study Guide		2012		9780030419225	
	Holt McDougal United States History: Beginnings Workbook	-	2012		9780547513010	
	Holt McDougal United States History: Beginnings to 1877: Spanish/English Guided Reading Workbook		2012		9780547513058]
	Interactive Skills Tutor CD-ROM		2007		9780030419331	1
	Holt McDougal United States History: Beginnings subscription	2012		9780547534312		
	Holt McDougal United States History: Beginnings Edition Teacher Access, 1-Year Subscription	to 1877: Interactive Online	2012		9780547523323	

2011 Curricular Materials Selection Committee Recommendations

page 138 of 170

*Correlation to Social Studies Standards

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States History: Beginnings to 1877 (Continued)		2012	6-12		
	Holt McDougal United States History: Beginnings to 1877: Interactive Online Edition Teacher Access, 6-year subscription		2012		9780547523156	
	Holt McDougal United States History: Beginnings to 1877: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012		9780547523361	
	Holt McDougal United States History: Beginnings Online Edition Teacher Access, 6-year subscriptic	n	2012		9780547523279	
	Holt McDougal United States History: Beginnings to 1877: Chapter Resource Files with Answer Keys		2007		9780030413421	
	Content-Area Reader United States: Change and Challenge Teacher's Edition		2003		9780030665462	
	Democracy and Civics Education Resources		2006		9780030419348	
	Democracy and Civic Education Resources Answ	er Key	2006		9780030419232	1
	Holt McDougal United States History: Beginnings to 1877: Differentiated Instruction Teacher Management System		2007		9780030428890	
	Holt McDougal United States History: Beginnings to 1877: Differentiated Instruction Modified Worksheets and Tests CD-ROM with Answer Key		2007		9780030429125	
	Experiencing American History	-	2007		9780030993190	1
	Holt Student World Atlas with Answer Key		2007		9780030934209	
	Primary Source Activity Kit		2009		9780554024615	
	Holt McDougal United States History: Beginnings Support System with Answer Key	-	2007		9780030428944	
	Holt McDougal United States History: Beginnings United States History Video Program DVD		2006		9780030418778	
	United States History Library Of Primary Sources	CD-ROM	2009		9780547232041	
	Interactive Skills Tutor CD-ROM Site License		2007		9780030426643	
	Interactive Skills Tutor CD-ROM Network License		2007		9780030454127	
	Holt McDougal United States History: Beginnings with Media Gallery DVD-ROM		2012		9780547523187	
	Holt McDougal United States History: Beginnings Summaries Audio CD Program		2007		9780030429194	
	Holt McDougal United States History: Beginnings Audio CD Program Grades		2007		9780030429187	
	Holt McDougal United States History: Beginnings to 1877: Teacher One Stop DVD-ROM Virtual File Cabinet DVD-ROM		2012		9780547522951	
			2010		9780554010601]
	American Music Audio Program		2009		9780547232065	
	Holt McDougal United States History: Beginnings to 1877: Course Cartridge (per Student/per 1-year)		2012		9780547534350	

2011 Curricular Materials Selection Committee Recommendations

page 139 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal United States History: Beginnings to 1877 (Continued)		2012	6-12		
	Course Cartridge (per Student/per 6-year)		2012		9780547774565	
	Holt McDougal United States History: Beginnings to 1877: Learning Village Lesson Plans (per Teacher/per 1-year)		2012		9780547523408	
	Holt McDougal The Americans Survey: Student Edition	Danzer, Klor de Alva, Krieger, Wilson, Woloch	2012	9-12	9780547491158	Highly Recommended 100%
	Notes: Highly Recommended. CCSS correlation	on of 58%				
	Key Features:					_
	Holt McDougal The Americans Survey: Teache		2012		9780547491202	4
	Holt McDougal The Americans Survey: Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012		9780547557519	
	Holt McDougal The Americans: Interactive Onli Subscription	ne Edition Student Access, 1-Year	2012		9780547521312	
	Holt McDougal The Americans Survey: Interactive Online Edition, Student Access, 6-Year Subscription		2012		9780547521299	
	Holt McDougal The Americans: Premium Interactive Online Edition Student Access, 1-Year Subscription		2012		9780547521305	
	Holt McDougal The Americans Survey: Premium Interactive Online Edition, Student Access, 6-Year Subscription		2012		9780547521336	-
	Holt McDougal The Americans: Class Set of 25	2012		9780547559797		
	The Americans Survey: Student One Stop DVD		2012		9780547548913	-
	Holt McDougal The Americans: Class Set of 25		2012		9780547559803	
	Holt McDougal The Americans Survey: Guided		2012		9780547521350	1
	Holt McDougal The Americans Survey: Spanish Workbook		2012		9780547521374	1
	Holt McDougal The Americans: eReader Files,	6-year subscription	2012		9780547521411	
	Holt McDougal The Americans: Interactive Onli Subscription	ne Edition Teacher Access, 1-Year	2012		9780547521237	-
	Holt McDougal The Americans Survey: Interact Access, 6-Year Subscription		2012		9780547521473	
	Hotebook, or real classification Hot McDougal The Americans: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012		9780547521268	1
	Hote McDougal The Americans Survey: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012		9780547521602	
	The Americans Survey: Teacher Resource Pac	kage	2003		9780618162604	1
	African American Biographies	2006		9780618832576	7	

2011 Curricular Materials Selection Committee Recommendations

page 140 of 170

*Correlation to Social Studies Standards

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal The Americans Surve	y (Continued)	2012	9-12		
	Hispanic American Biographies		2007		9780618803446	
	Native American Biographies		2007		9780618803453	
	Reading Toolkit For Social Studies: The Americans		2005		9780618476916	
	Experiencing American History		2007		9780030993190	
	Primary Source Activity Kit		2009		9780554024615	
	Reading Like a Historian Toolkit for American History		2007		9780030930744	
	The Americans Survey: Guided Reading and Spanish/English Guided Reading Workbooks Answer Key		2012		9780547521213	
	Holt McDougal The Americans Survey: Teacher One Stop DVD-ROM		2012		9780547521152	
	Holt McDougal The Americans Survey: Power Presentations with Media Gallery DVD-ROM		2012		9780547521206]
	American Music Audio Program		2009		9780547232065	
	American Stories Series DVD		2005		9780618663507	
	United States History Library Of Primary Sources CD-ROM		2009		9780547232041	
	Virtual File Cabinet DVD-ROM		2010		9780554010601	
	Holt McDougal The Americans: Course Cartridge (per Student/per 1-year)		2012		9780547522500	
	Course Cartridge (per Student/per 6-year)		2012		9780547774541	
	Holt McDougal The Americans: Learning Village Lesson Plans (per Teacher/per 1-year)		2012		9780547522524	
	American History Multimedia Classroom Package Part 1		2012		9780547535678	
	American History Multimedia Classroom Package Part 2		2012		9780547535739	
	American History Multimedia Classroom Packages Parts 1 and 2		2012		9780547535753	
	HMH & History® Streaming Digital Media Library Teacher Access (1-Year Subscription)		2012		9780547548531	
	HMH & History® Streaming Digital Media Library Teacher Access (6-year subscription)		2012		9780547548340	
	HMH & History® Streaming Digital Media Library Student Access (1-Year Subscription)		2012		9780547739571	
	HMH & History® Streaming Digital Media Library Student Access (6-year subscription)		2012		9780547739496	
	HMH & History® Streaming Digital Media Library School Site License (1-Year Subscription)		2012		9780547548494	
	HMH & History® Streaming Digital Media Library School Site License (6-year subscription)		2012		9780547548203	
	HMH & History® Streaming Digital Media Library District Site License (1-Year Subscription)		2012		9780547548500	
	HMH & History® Streaming Digital Media Library District Site License (6-year subscription)		2012		9780547548210	

2011 Curricular Materials Selection Committee Recommendations

page 141 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal The Americans Survey (Continued)		2012	9-12		
	HMH & History® WWII in HD		2012		9780547536422	
	HMH & History® The People Speak DVD		2012		9780547536361	
	HMH & History® America: The Story of Us DVD		2012		9780547536347	
	America: The Last Best Hope - Volume 1: Student Edition	Dr. William J. Bennett	2011	9-12	9780547430072	Highly Recommended 97%
	Notes: Highly Recommended. May also be used					
	Key Features:					
	America: The Last Best Hope - Volume 1: Basic S subscription to Basic Roadmap)	_				
	America: The Last Best Hope - Volume 1: Premiu year subscription to the Premium Online Roadma	_				
	America: The Last Best Hope - Volume 1: Basic C					
	America: The Last Best Hope - Volume 1: Basic C					
	America: The Last Best Hope - Volume 1: Basic C					
	America: The Last Best Hope - Volume 1: Basic C					
	America: The Last Best Hope - Volume 1: Premiu					
	America: The Last Best Hope - Volume 1: Premiu					
	America: The Last Best Hope - Volume 1: Studen					
	America: The Last Best Hope - Volume 1: Premiu					
	America: The Last Best Hope - Volume 1: Premiu					
	America: The Last Best Hope - AP (Volume 1, 2,					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

page 142 of 170

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		US History	/ 11			
Holt McDougal	Holt McDougal The Americans Survey: Student Edition	Danzer, Klor de Alva, Krieger, Wilson, Woloch	2012	9-12	9780547491158	Highly Recommended 95%
	Notes: Highly Recommended. CCSS correlation					
	Key Features:					
	Holt McDougal The Americans Survey: Teacher's	2012		9780547491202		
	Holt McDougal The Americans Survey: Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012			9780547557519
	Holt McDougal The Americans: Interactive Online Edition Student Access, 1-Year Subscription		2012			9780547521312
	Holt McDougal The Americans Survey: Interactive Online Edition, Student Access, 6-Year Subscription		2012			9780547521299
	Holt McDougal The Americans: Premium Interactive Online Edition Student Access, 1-Year Subscription		2012			9780547521305
	Holt McDougal The Americans Survey: Premium Interactive Online Edition, Student Access, 6-Year Subscription		2012			9780547521336
	Holt McDougal The Americans: Class Set of 25,	2012		9780547559797		
	The Americans Survey: Student One Stop DVD-I	2012		9780547548913		
	Holt McDougal The Americans: Class Set of 25,	2012		9780547559803		
	Holt McDougal The Americans Survey: Guided R	2012		9780547521350		
	Holt McDougal The Americans Survey: Spanish/English Guided Reading Workbook		2012			9780547521374
	Holt McDougal The Americans: eReader Files, 6-year subscription		2012			9780547521411
	Holt McDougal The Americans: Interactive Online Edition Teacher Access, 1-Year Subscription		2012			9780547521237
	Holt McDougal The Americans Survey: Interactive Online Edition, Teacher Access, 6-Year Subscription		2012			9780547521473
	Holt McDougal The Americans: Premium Interactive Online Edition Teacher Access, 1-Year Subscription		2012			9780547521268
	Holt McDougal The Americans Survey: Premium Interactive Online Edition, Teacher Access, 6-Year Subscription		2012			9780547521602
	The Americans Survey: Teacher Resource Package		2003			9780618162604
	African American Biographies		2006			9780618832576
	Hispanic American Biographies		2007		9780618803446	
	Native American Biographies		2007		9780618803453	_
	Reading Toolkit For Social Studies: The America	2005		9780618476916		
	Experiencing American History		2007		9780030993190	

2011 Curricular Materials Selection Committee Recommendations

page 143 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal The Americans Survey (Continued)		2012	9-12		
U	Primary Source Activity Kit		2009		9780554024615	
	Reading Like a Historian Toolkit for American History		2007		9780030930744	
	The Americans Survey: Guided Reading and Spar Workbooks Answer Key	nish/English Guided Reading	2012		9780547521213	
	Holt McDougal The Americans Survey: Teacher C	Dne Stop DVD-ROM	2012		9780547521152	
	Holt McDougal The Americans Survey: Power Pre DVD-ROM	esentations with Media Gallery	2012		9780547521206	
	American Music Audio Program		2009		9780547232065	
	American Stories Series DVD		2005		9780618663507	1
	United States History Library Of Primary Sources CD-ROM		2009		9780547232041	1
	Virtual File Cabinet DVD-ROM		2010		9780554010601	1
	Holt McDougal The Americans: Course Cartridge	(per Student/per 1-year)	2012		9780547522500	
	Course Cartridge (per Student/per 6-year)		2012		9780547774541	
	Holt McDougal The Americans: Learning Village Lesson Plans (per Teacher/per 1-year)		2012		9780547522524	
			2012		9780547535678	
	American History Multimedia Classroom Package		2012		9780547535739	
	American History Multimedia Classroom Package	s Parts 1 and 2	2012		9780547535753	
	HMH & History® Streaming Digital Media Library Subscription)		2012		9780547548531	l
	HMH & History® Streaming Digital Media Library subscription)		2012		9780547548340	
	HMH & History® Streaming Digital Media Library Subscription)	Student Access (1-Year	2012		9780547739571	
	HMH & History® Streaming Digital Media Library subscription)		2012		9780547739496	
	HMH & History® Streaming Digital Media Library Subscription)		2012		9780547548494	
	HMH & History® Streaming Digital Media Library subscription)		2012		9780547548203	
	HMH & History® Streaming Digital Media Library Subscription)	,	2012		9780547548500	
	HMH & History® Streaming Digital Media Library subscription)	District Site License (6-year	2012		9780547548210	
	HMH & History® WWII in HD		2012		9780547536422	
	HMH & History® The People Speak DVD		2012		9780547536361	
	HMH & History® America: The Story of Us DVD		2012		9780547536347	

2011 Curricular Materials Selection Committee Recommendations

page 144 of 170

*Correlation to Social Studies Standards

Dublisher	Title of Material	Author	Converight	Grade		R=Resource		
Publisher	litle of Material	Author	Copyright	Level	ISBN Number	Correlation*		
Holt McDougal	Holt McDougal The Americans: Reconstruction to the 21st Century: Student Edition	Danzer, Klor de Alva, Krieger, Wilson, Woloch	2012	9-12	9780547491172	Highly Recommended 96%		
	Notes: Highly Recommended. CCSS correlation							
	Key Features:							
	Holt McDougal The Americans: Reconstruction to the 21st Century: Teacher's 2012 Edition				9780547491233			
	Holt McDougal The Americans: Reconstruction to Premium Package (includes print Student Edition Edition 6-Year Subscription)	2012		9780547557533				
	Holt McDougal The Americans: Reconstruction to the 21st Century: Interactive Online Edition Student Access, 1-Year Subscription		2012		9780547521275	-		
	Holt McDougal The Americans: Reconstruction to the 21st Century: Interactive Online Edition, Student Access, 6-Year Subscription		2012		9780547521329	1		
	Interactive Online Edition Student Access, 1-Year	Holt McDougal The Americans: Reconstruction to the 21st Century: Premium Interactive Online Edition Student Access, 1-Year Subscription			9780547521282	_		
	Holt McDougal The Americans: Reconstruction to the 21st Century: Premium Interactive Online Edition, Student Access, 6-Year Subscription		2012		9780547521343			
	Holt McDougal The Americans: Reconstruction to 25, Student Editions	2012		9780547559810	_			
	The Americans: Reconstruction to the 21st Century: Student One Stop DVD-ROM 2012				9780547548685	_		
	Holt McDougal The Americans: Reconstruction to 25, Student One Stop DVD-ROMs			9780547559827				
	Holt McDougal The Americans: Reconstruction to Reading Workbook	2012		9780547521367				
	Holt McDougal The Americans: Reconstruction to Spanish/English Guided Reading Workbook		2012		9780547521381			
	Holt McDougal The Americans: Reconstruction to Files, 6-year subscription		2012		9780547521404			
	Holt McDougal The Americans: Reconstruction to Online Edition Teacher Access, 1-Year Subscription	on	2012		9780547521244			
	Holt McDougal The Americans: Reconstruction to Online Edition, Teacher Access, 6-Year Subscript	ion	2012		9780547521510			
	Holt McDougal The Americans: Reconstruction to Interactive Online Edition Teacher Access, 1-Year	2012		9780547521251				
	Holt McDougal The Americans: Reconstruction to Interactive Online Edition, Teacher Access, 6-Yea	2012		9780547521503				
	The Americans: Reconstruction to the 21st Centur	ry: Teacher Resource Package	2003		9780618162628			
	African American Biographies		2006		9780618832576			
	Hispanic American Biographies		2007		9780618803446			

2011 Curricular Materials Selection Committee Recommendations

page 145 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal The Americans: Reco Century (Continued)	nstruction to the 21st	2012	9-12		
	Native American Biographies		2007		9780618803453	
	Reading Toolkit For Social Studies: The American	าร	2005		9780618476916	
	Experiencing American History		2007		9780030993190	7
	Reading Like a Historian Toolkit for American His	2007		9780030930744	7	
	Primary Source Activity Kit	2009		9780554024615	7	
	The Americans: Reconstruction to the 21st Centu Spanish/English Guided Reading Workbooks Ans	2012		9780547521220	_	
	Stop DVD-ROM	Holt McDougal The Americans: Reconstruction to the 21st Century: Teacher One Stop DVD-ROM			9780547521176	
	Holt McDougal The Americans: Reconstruction to Presentations with Media Gallery DVD-ROM	2012		9780547521190	_	
	American Music Audio Program		2009		9780547232065	-
		American Stories Series DVD				
		United States History Library Of Primary Sources CD-ROM				
	Virtual File Cabinet DVD-ROM				9780547232041 9780554010601	
	Holt McDougal The Americans: Reconstruction to	the 21st Century: Course Cartric	lae (per Student/pe	er 1-vear)	9780547522494	
	Course Cartridge (per Student/per 1-year)	9780547774374				
	Holt McDougal The Americans: Reconstruction to 1-year)	9780547522531	_			
	America: The Last Best Hope - Volume 2 Enhanced: Student Edition	Dr. William J. Bennett	2011	9-12	9780547430157	Highly Recommended 90%
	Notes: Highly Recommended. May also be used					
		Notes: Highly Recommended. May also be used for AP course. CCSS correlation of 62%. America: The Last Best Hope - Volume 2 Enhanced: Basic Student Package (Includes one print Student Edition and				
	America: The Last Best Hope - Volume 2 Enhance and one 6-year subscription to the Premium Onlin	ed: Premium Student Package (I	ncludes one print S	Student Edition	9780547451503	
	America: The Last Best Hope - Volume 2 Enhance	ed: Basic Online Roadman Stude	ent Access 1-Year	Subscription	9780547450902	-
	America: The Last Best Hope - Volume 2 Enhance	ed: Basic Online Roadmap Teac	ner Access 1-Year	Subscription	9780547450896	
	America: The Last Best Hope - Volume 2 Enhance				9780547450568	1
	America: The Last Best Hope - Volume 2 Enhance				9780547450544	1
		America: The Last Best Hope - Volume 2 Enhanced: Premium Online Roadmap Student Access 0-year Subscription				
	America: The Last Best Hope - Volume 2 Enhance	9780547479095 9780547451558	1			
	America: The Last Best Hope - Volume 2 Enhance				9780547456096	1
	America: The Last Best Hope - Volume 2 Enhance			ear Subscription		1
	America: The Last Best Hope - Volume 2 Enhance					

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W.3.7.

page 146 of 170

Social Studies Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Holt McDougal	America: The Last Best Hope -	9780547549569	R				
	Volume 3: Student Edition					Recommended w/ Reservations	
	Notes: Recommended as a "Resource Only". Re last 5 of 20 years. CCSS correlation of 58%.						
	Key Features:		-				
	America: The Last Best Hope - Volume 3: Basic S Subscription to Basic Roadmap)	9780547549729					
	America: The Last Best Hope - Volume 3: Premiu Year Subscription to the Premium Online Roadma	9780547549545					
	America: The Last Best Hope - Volume 3: Basic C	America: The Last Best Hope - Volume 3: Basic Online Roadmap Student Access 1-Year Subscription					
	America: The Last Best Hope - Volume 3: Basic (Online Roadmap Student Access 6	6-Year Subscription	on	9780547549484	-	
	America: The Last Best Hope - Volume 3: Premiu	m Online Roadmap Student Acce	ss 1-Year Subscr	iption	9780547549491		
	America: The Last Best Hope - Volume 3: Premiu	m Online Roadmap Student Acce	ss 6-Year Subscr	iption	9780547549521		
	America: The Last Best Hope - Volume 3: Studen	t Edition, Class Set of 25			9780547549453		
	America: The Last Best Hope - Volume 3: Basic C	Online Roadmap Teacher Access	1-Year Subscription	on	9780547549507		
	America: The Last Best Hope - Volume 3: Basic C	Online Roadmap Teacher Access	6-Year Subscription	on	9780547549514		
	America: The Last Best Hope - Volume 3: Premiu	m Online Roadmap Teacher Acce	ess 1-Year Subsci	ription	9780547549705		
	America: The Last Best Hope - Volume 3: Premiu	m Online Roadmap Teacher Acce	ess 6-Year Subsci	ription	9780547549538		
	America: The Last Best Hope - AP (Volume 1, 2,	and 3): Premium Teacher Resour	ce Package		9780547451527		

2011 Curricular Materials Selection Committee Recommendations

page 147 of 170

*Correlation to Social Studies Standards

Social Studies Grades 9-12

Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
	World Histo	ory				
Holt McDougal World History: Patterns of Interaction Full Survey: Student Edition	Beck, Black, Krieger, Naylor, Shabaka	2012	9-12	9780547491127	Highly Recommended 100%	
Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%.						
Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition		2012		9780547491264	-	
Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions				9780547560168	-	
Stop DVD-ROM				9780547520926		
One Stop DVD-ROMs		-			-	
Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription)		2012		9780547557588		
Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription		2012		9780547520766	-	
Holt McDougal World History: Patterns of Interaction Full Survey: Online Interactive Edition, Student Access 6-Year Subscription		2012		9780547520995		
Holt McDougal World History: Patterns of Interaction: Online Premium Interactive Student Access, 1-Year Subscription						
Interactive Student Access 6-Year Subscription		2012				
Workbook		-			_	
Guided Reading Workbook					4	
subscription					_	
Edition, 1-Year Subscription				9780547521046		
Interactive Teacher Edition 6-Year Subscription Holt McDougal World History: Patterns of Interact	2	2012		9780547520940	-	
	Holt McDougal World History: Patterns of Interaction Full Survey: Student Edition Notes: Highly Recommended. Reading like a His with any social studies class. CCSS correlation of Key Features: Holt McDougal World History: Patterns of Interact Edition Holt McDougal World History: Patterns of Interact Editions Holt McDougal World History: Patterns of Interact Editions Holt McDougal World History: Patterns of Interact Stop DVD-ROM Holt McDougal World History: Patterns of Interact One Stop DVD-ROMs Holt McDougal World History: Patterns of Interact Premium Package (includes print Student Edition Edition 6-Year Subscription) Holt McDougal World History: Patterns of Interact Student Access, 1-Year Subscription Holt McDougal World History: Patterns of Interact Interactive Edition, Student Access 6-Year Subscription Holt McDougal World History: Patterns of Interact Interactive Edition, Student Access 6-Year Subscription Holt McDougal World History: Patterns of Interact Interactive Student Access 6-Year Subscription Holt McDougal World History: Patterns of Interact Norkbook Holt McDougal World History: Patterns of Interact Guided Reading Workbook Holt McDougal World History: Patterns of Interact Subscription Holt McDougal World History: Patterns of Interact Guided Reading Workbook Holt McDougal World History: Patterns of Interact Edition, 1-Year Subscription Holt McDougal World History: Patterns of	Holt McDougal World History: Patterns of Interaction Full Survey: Student Edition Beck, Black, Krieger, Naylor, Shabaka Notes: Highly Recommended. Reading like a Historian: World History toolkit (supp with any social studies class. CCSS correlation of 95%. Notes: Highly Recommended. Reading like a Historian: World History toolkit (supp with any social studies class. CCSS correlation of 95%. Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student One Stop DVD-ROMs Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student One Stop DVD-ROMs Holt McDougal World History: Patterns of Interaction: Cuass Set of 25, Student Premium Package (includes print Student Edition and Premium Interactive Conline Edition 6-Year Subscription Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription Holt McDougal World History: Patterns of Interaction Full Survey: Online Interactive Edition, Student Access 6-Year Subscription Holt McDougal World History: Patterns of Interaction Full Survey: Guided Reading Workbook Holt McDougal World History: Patterns of Interaction Full Survey: Spanish/English Guided Reading World History: Patterns of Interaction Full Survey: Spanish/English Guided Reading World History: Patterns of Interaction: Conline Interactive Teacher Edition, 1-Year Subscription Holt	World History: Patterns of Interaction Full Survey: Student Edition Beck, Black, Krieger, Naylor, Shabaka 2012 Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) work with any social studies class. CCSS correlation of 95%. 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student One Stop DVD-ROM 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student One Stop DVD-ROMs 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Premium Package (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription 2012 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Online Interactive Edition, Student Access 6-Year Subscription 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Guided Reading Workbook 2012 <td>Title of Material Author Copyright Level World History: Patterns of Interaction Full Survey: Student Edition Beck, Black, Krieger, Naylor, Shabaka 2012 9-12 Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. Key Features: 2012 9-12 Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions 2012 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Student One Stop DVD-ROM 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Premium Package (includes print Student Edition and Premium Interactive Colline Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Colline Interactive Edition Student Access, 1-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Online Pr</td> <td>Title of Material Author Copyright Level ISBN Number Image: Student Edition Holt McDougal World History: Patterns of Interaction Full Survey: Student Edition Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. 2012 9-12 9780547491127 Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. 2012 9780547491264 Edition 1 978054750168 2012 9780547491264 Edition 1 2012 978054750168 978054750168 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Dres Student Acage (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription 2012 9780547550199 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012 9780547520766 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012 9780547520966 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012</td>	Title of Material Author Copyright Level World History: Patterns of Interaction Full Survey: Student Edition Beck, Black, Krieger, Naylor, Shabaka 2012 9-12 Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. Key Features: 2012 9-12 Holt McDougal World History: Patterns of Interaction Full Survey: Teacher's Edition 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Editions 2012 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Student One Stop DVD-ROM 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Premium Package (includes print Student Edition and Premium Interactive Colline Edition 6-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction: Colline Interactive Edition Student Access, 1-Year Subscription 2012 2012 Holt McDougal World History: Patterns of Interaction Full Survey: Online Pr	Title of Material Author Copyright Level ISBN Number Image: Student Edition Holt McDougal World History: Patterns of Interaction Full Survey: Student Edition Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. 2012 9-12 9780547491127 Notes: Highly Recommended. Reading like a Historian: World History toolkit (supplemental title) would be helpful with any social studies class. CCSS correlation of 95%. 2012 9780547491264 Edition 1 978054750168 2012 9780547491264 Edition 1 2012 978054750168 978054750168 Holt McDougal World History: Patterns of Interaction: Class Set of 25, Student Dres Student Acage (includes print Student Edition and Premium Interactive Online Edition 6-Year Subscription 2012 9780547550199 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012 9780547520766 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012 9780547520966 Holt McDougal World History: Patterns of Interaction: Online Interactive Edition Student Access, 1-Year Subscription 2012	

2011 Curricular Materials Selection Committee Recommendations

page 148 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Holt McDougal	Holt McDougal World History: Patterns of Interaction Full Survey (Continued)		2012	9-12		
	Holt McDougal World History: Patterns of Interaction Full Survey: Online Premium Interactive Teacher Edition 6-Year Subscription		2012		9780547521084	
	Holt McDougal World History: Patterns of Interaction Full Survey: Teacher Resource Package		2005		9780618422975	
	Experiencing World History and Geography		2008		9780030992407	
	Holt McDougal World History: Patterns of Interaction: Reading Toolkit for Social Studies: World History		2005		9780618437429	1
	Primary Source Activity Kit		2009		9780554024615	
	Holt McDougal World History: Patterns of Interaction Full Survey: Guided Reading and Spanish/English Guided Reading Workbooks Answer Key				9780547520988	
	Holt McDougal Holt McDougal World History: Patterns of Interaction Full Survey: Teacher One Stop DVD-ROM		2012		9780547520872	
	Reading Like A Historian: World History Toolkit	Reading Like A Historian: World History Toolkit			9780030938252	
	Holt McDougal World History: Patterns of Interaction Full Survey: Power Presentations with Media Gallery DVD-ROM		2012		9780547521121	
	The World's Music Audio Program		2009		9780547232089	
	Holt McDougal World History: Patterns of Interaction Full Survey: Voices from the Past Audio CDs		2005		9780618428687	
	Holt McDougal World History: Patterns of Interaction Interaction Video Series DVD	on Full Survey: Patterns of	2005		9780618663460	
	Holt McDougal World History Library of Primary Sc	ources CD-ROM	2009		9780547232058	
	Virtual File Cabinet DVD-ROM		2010		9780554010601	
	Holt McDougal World History: Patterns of Interaction: Course Cartridge (per Student/per 1-year)		2012		9780547522548]
	Course Cartridge (per Student/per 6-year)		2012		9780547774459	
	Holt McDougal World History: Patterns of Interaction Plans (per Teacher/per 1-year)	on: Learning Village Lesson	2012		9780547522555	

2011 Curricular Materials Selection Committee Recommendations

page 149 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*				
	AP Courses									
	AP European History									
Bedford Freeman & Worth Publishers	History of Western Society Since 1300 for Advanced Placement, Tenth Edition	Mckay, John P.	2011	9-12	9780312640583	Recommended				
	Notes: Ttle for European History course. Key Features:									
	Teacher's Resource Guide for A History of West	tern Society Since 1300 for Adv	anced Placement, T	enth Edition	9780312662073]				

2011 Curricular Materials Selection Committee Recommendations

page 150 of 170

*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
		AP US Histo	ory					
Bedford Freeman & Worth Publishers	America's History, High School Binding, Seventh Edition	Henretta, James A.	2011	9-12	9780312387938	Highly Recommended		
	Notes: 97% correlation to US History I content st Key Features:							
	AP Teacher Resource Guide for America's Histor	ry, Seventh Edition			9780312661977			
Holt McDougal	America: The Last Best Hope - Volume 1: Student Edition	Dr. William J. Bennett	2011	9-12	9780547430072	Highly Recommended		
	Notes: Highly Recommended. Correlates 97% t Key Features:							
	America: The Last Best Hope - Volume 1: Basic : year subscription to Basic Roadmap)	9780547451404						
	America: The Last Best Hope - Volume 1: Premit year subscription to the Premium Online Roadma	9780547451480						
	America: The Last Best Hope - Volume 1: Basic	9780547451169	_					
	America: The Last Best Hope - Volume 1: Basic C	9780547450551						
	America: The Last Best Hope - Volume 1: Basic C	9780547451152 9780547450537						
	America: The Last Best Hope - Volume 1: Basic America: The Last Best Hope - Volume 1: Premit	9780547450537						
	America: The Last Best Hope - Volume 1: Premit	9780547451534						
	America: The Last Best Hope - Volume 1: Studer	9780547456157						
	America: The Last Best Hope - Volume 1: Premiu	9780547479101						
	America: The Last Best Hope - Volume 1: Premiu				9780547451565			
	America: The Last Best Hope - AP (Volume 1, 2,	and 3): Premium Teacher Resou	rce Package		9780547451527	-		
	America: The Last Best Hope - Volume 2 Enhanced: Student Edition	Dr. William J. Bennett	2011	9-12	9780547430157	Highly Recommended		
	Notes: Highly Recommended. Correlates 90% t		7					
	Key Features:							
	America: The Last Best Hope - Volume 2 Enhance one 6-year subscription to Basic Roadmap)	2 .			9780547451473			
	America: The Last Best Hope - Volume 2 Enhance and one 6-year subscription to the Premium Onlin		ncludes one print	Student Edition	9780547451503			

2011 Curricular Materials Selection Committee Recommendations

*Correlation to Social Studies Standards

**CCSS Correlation = Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Science, for grades K-5 refer to pages 9-14 and for grades 6-12, refer to pages 59-66: <u>http://www.sde.idaho.gov/site/common/english/docs/CCSSI_ELA%20Standards.pdf</u> Grade 6-12 CCSS ELA correlation based on standards 6-12.CCSS.R.1.1, 6-12.CCSS.R.2.4, 6-12.CCSS.R.3.7, 6-12.CCSS.R.4.10, 6-12.CCSS.W.3.7.

page 151 of 170

Social Studies AP Courses

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*	
Holt McDougal	America: The Last Best Hope - Volun						
-	America: The Last Best Hope - Volume 2 Enhance	America: The Last Best Hope - Volume 2 Enhanced: Basic Online Roadmap Student Access 1-Year Subscription					
	America: The Last Best Hope - Volume 2 Enhance	9780547450896					
	America: The Last Best Hope - Volume 2 Enhance	ed: Basic Online Roadmap Teac	her Access 6-yea	r subscription	9780547450568		
	America: The Last Best Hope - Volume 2 Enhance	ed: Basic Online Roadmap Stud	ent Access 6-year	subscription	9780547450544		
	America: The Last Best Hope - Volume 2 Enhance	ed: Premium Online Roadmap S	tudent Access 1-1	r Subscription	9780547479095		
	America: The Last Best Hope - Volume 2 Enhance				9780547451558		
	America: The Last Best Hope - Volume 2 Enhance	ed: Student Edition, Class Set of	25	•	9780547456096		
	America: The Last Best Hope - Volume 2 Enhance	ed: Premium Online Roadmap T	eacher Access 1-	Yr Subscription	9780547479125		
	America: The Last Best Hope - Volume 2 Enhance	ed: Premium Online Roadmap T	eacher Access 6-'	Yr Subscription	9780547451589		
	America: The Last Best Hope - AP (Volume 1, 2,	9780547451527					
	America: The Last Best Hope -	Dr. William J. Bennett	2011	9-12	9780547549569	R	
	Volume 3: Student Edition					Recommended w/ Reservations	
	Notes: Recommended as a "Resource Only". Re covers last 5 of 20 years. CCSS correlation of 58						
	Key Features:						
	America: The Last Best Hope - Volume 3: Basic S Year Subscription to Basic Roadmap)	9780547549729	_				
	America: The Last Best Hope - Volume 3: Premiu Year Subscription to the Premium Online Roadma	9780547549545					
	America: The Last Best Hope - Volume 3: Basic (Online Roadmap Student Access	1-Year Subscripti	on	9780547549620		
	America: The Last Best Hope - Volume 3: Basic (Online Roadmap Student Access	6-Year Subscripti	on	9780547549484		
	America: The Last Best Hope - Volume 3: Premiu	um Online Roadmap Student Acc	ess 1-Year Subsc	ription	9780547549491		
	America: The Last Best Hope - Volume 3: Premiu	America: The Last Best Hope - Volume 3: Premium Online Roadmap Student Access 6-Year Subscription					
	America: The Last Best Hope - Volume 3: Studer	America: The Last Best Hope - Volume 3: Student Edition, Class Set of 25					
	America: The Last Best Hope - Volume 3: Basic (9780547549507					
	America: The Last Best Hope - Volume 3: Basic (9780547549514					
	America: The Last Best Hope - Volume 3: Premiu	um Online Roadmap Teacher Acc	ess 1-Year Subso	cription	9780547549705		
	America: The Last Best Hope - Volume 3: Premiu	um Online Roadmap Teacher Acc	ess 6-Year Subso	cription	9780547549538		
	America: The Last Best Hope - AP (Volume 1, 2,	and 3): Premium Teacher Resou	rce Package		9780547451527		

2011 Curricular Materials Selection Committee Recommendations

page 152 of 170

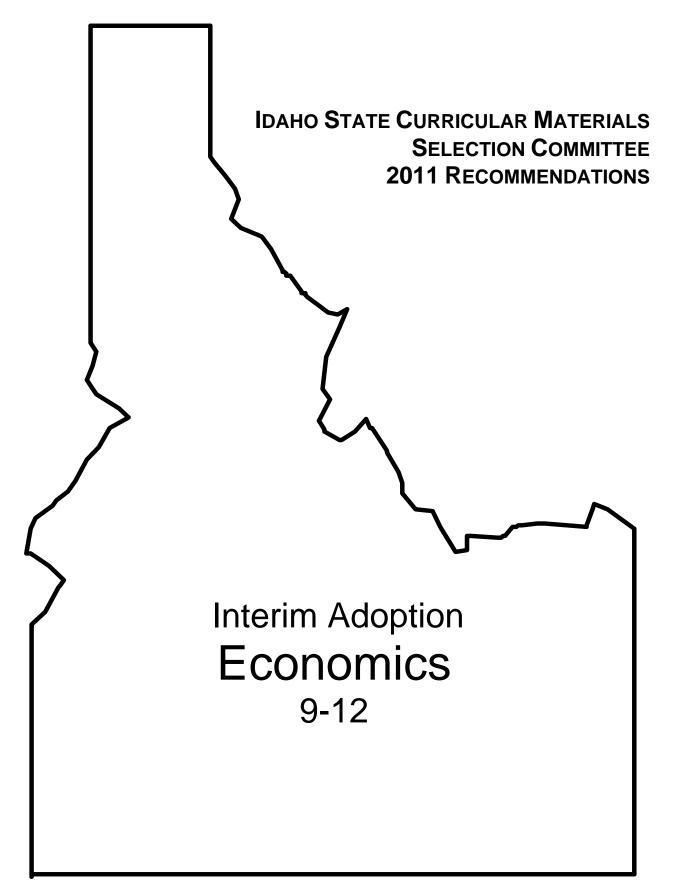
*Correlation to Social Studies Standards

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
	AP World History							
Bedford Freeman & Worth Publishers	Ways of the World with Sources, High School Edition, First Edition	Strayer, Robert W.	2011	9-12	9780312644666			
	Notes: Ttle for world history course Key Features:							
	Teacher's Resource Guide for Ways of the World		9780312691707					

2011 Curricular Materials Selection Committee Recommendations

page 153 of 170

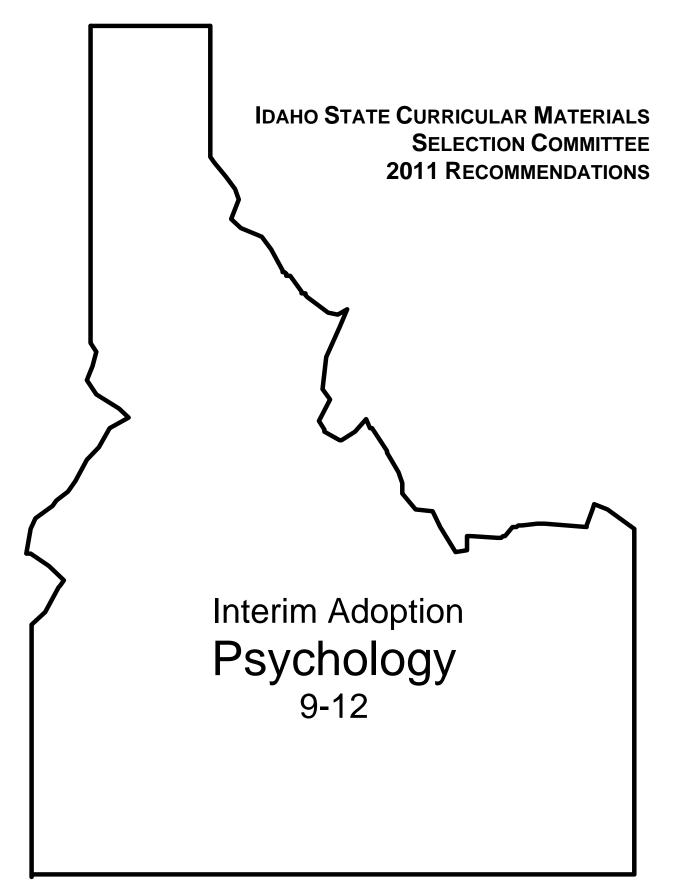
*Correlation to Social Studies Standards



ATTACHMENT 1 Economics

Grades 9-12

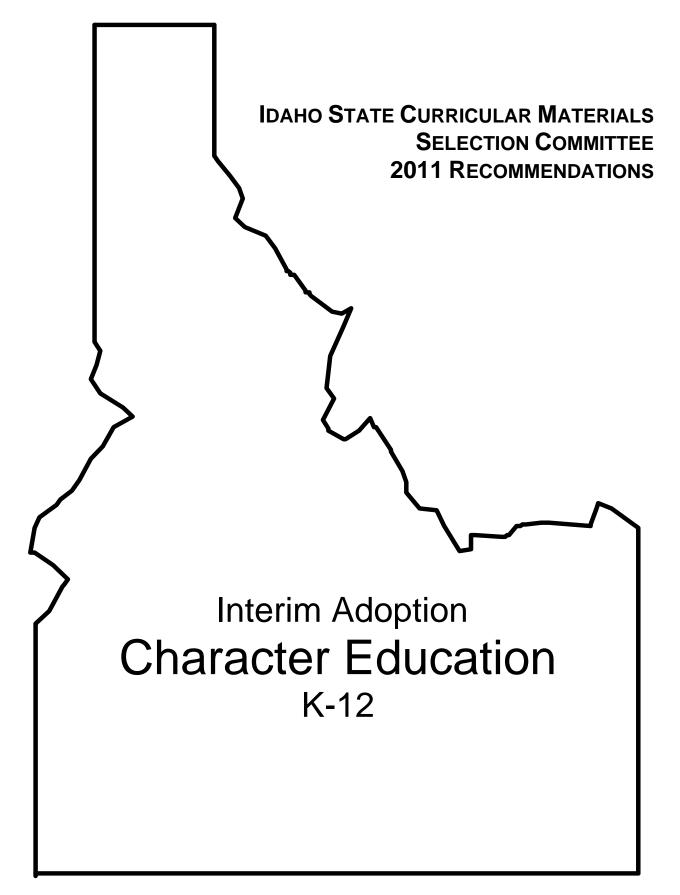
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*		
	AP Economics							
Bedford Freeman & Worth Publishers	Krugman's Economics for AP*, First Edition	Ray, Margaret	2011	9-12	9781429218276	92%		
	Notes: Correlates 80% to state content standard Key Features:							
	Teacher's Resource CD for Krugman Macro and	9781429287678						



ATTACHMENT 1 Psychology Grades 2-12

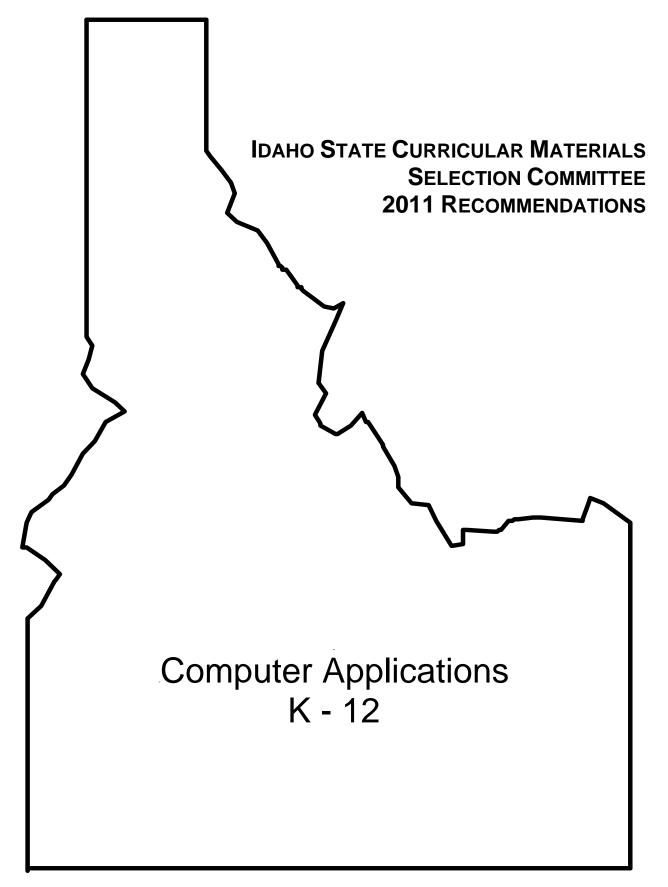
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Options Print Sense	Know Thyself, by Me	Sue Wade	2010	2 – 6	978-0-9831540-1-3	R
	Notes: Recommended as "Resource Only". Key Features:					
	Teacher's Manual for Know Thyself, by Me	-	978-0-9831540-6-8			
	Know Thyself ~ Inside out	Sue Wade	2008	6 – 9	978-0-9831540-2-0	R
	Notes: Recommended as "Resource Only". Key Features:					
	Teacher's Manual for Know Thyself ~ Inside	out			978-0-9831540-7-8	
	Truths in Knowing Thyself (Self-directed)	Sue Wade	2011	9 th -14 th	978-0-9831540-4-4	R
	Notes: Recommended as "Resource Only". Key Features:					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
		AP Psycholo	gy			
Bedford Freeman & Worth Publishers	Myers' Psychology for AP*, First Edition	Myers, David G.	2011	9-12	9781429244367	Recommended
	Key Features: Psychology AP Edition Instructor's Resource CD-	-ROM, First Edition	·	•	9781429255516	



ATTACHMENT 1 Character Education Grades Pre-K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation*
Options Print Sense	Knowing Me, by Me, and my "Smart ¤ Heart"	Sue Wade	2010	PreK-2 nd	978-0-9831540-0-6	R
	Notes: Recommended as "Resource Only". Key Features:					
	Teacher's Manual for Knowing Me, by Me, a	nd my "Smart ¤ Heart"		-	978-0-9831540-5-1	
	Know Thyself, by Me	Sue Wade	2010	2 – 6	978-0-9831540-1-3	R
	Notes: Recommended as "Resource Only". gifted and talented program. Key Features: Teacher's Manual for Know Thyself, by Me	978-0-9831540-6-8				
	Know Thyself ~ Inside out	Sue Wade	2008	6 – 9	978-0-9831540-2-0	R
	Notes: Recommended as "Resource Only". Key Features:					
	Teacher's Manual for Know Thyself ~ Inside	out			978-0-9831540-7-8	
	Truths in Knowing Thyself	Sue Wade	2011	9 th –14 th	978-0-9831540-4-4	R
	(Self-directed)					
	Notes: Recommended as "Resource Only". Key Features:					



Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Cengage	Adobe Dreamweaver CS5 Revealed	Bishop	2011	9-12	9781111130688	
Learning	Key Features: Covers all the latest Dreamweaver CS5 button, redesigned CSS layouts, Live View Navigation button allows you to turn on and off CSS properties. A Dreamweaver.Power User Shortcuts offer readers tips	feature and much more. New dobe BrowserLab allows you t	CSS Enable/Disabl	le CSS Property from within		
	Adobe Dreamweaver CS5 Revealed Ebook Instructor Resources	9781111879181 9781111130671				
	Adobe Flash CS5 Revealed	Shuman	2011	9-12	9781111130541	
	Key Features:			0.2		
	Adobe Flash CS5 Revealed, Ebook	9781111874452				
	Instructor Resources	Т		1	978111130558	
	The Web Collection Revealed Standard Edition: Adobe Dreamweaver CS5, Flash CS5, & Fireworks CS5	Bishop/ Shuman/ Waxer	2011	9-12	9781111130800	
	Key Features:					
	The Web Collection Revealed Standard Edition: Adobe	9781111981822				
	Instructor Resources	9781111130794				
	Design Collection Revealed: Adobe InDesign, Photoshop CS5, & Illustrator CS5	Botello/ Reding	2011	9-12	9781111130633	
	Key Features:					
	Design Collection Revealed: Adobe InDesign, Photosh	op CS5, & Illustrator CS5 Ebo	ok		9781111874391	
	Instructor Resources	· ·			9781111130626	
	Adobe InDesign CS5 Revealed	Botello	2011	9-12	9781111130510	
	Key Features:					
	Adobe InDesign CS5 Revealed Ebook				9781111875510	
	Instructor Resources			1	9781111130503	
	Adobe Photoshop CS5 Revealed	Reding	2011	9-12	9781111130411	
	Key Features:					
	Adobe Photoshop CS5 Revealed Ebook	9781111874438				
	Instructor Resources				9781111130398	
	Adobe Illustrator CS5: Revealed	Botello	2011	9-12	9781111130466	
	Key Features:					
	Adobe Illustrator CS5: Revealed Ebook				9781133026785	
	Instructor Resources				9781111130459	

2011 Committee Recommendations

* No state content standards for computer applications.

Page 161 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Cengage Learning	The Web Collection Premium Edition: Dreamweaver CS5, Flash CS5, and Photoshop CS5 Revealed	Bishop/ Shuman/ Reding	2011	9-12	9781111130756	
	Key Features: Coverage of Adobe Flash CS5's new feat flowing, character coloring and column creation. New C CS5, including Inverse Kinematics for character animat Dreamweaver CS5 have additional helpful comments a div on the page. Tthe Live View Navigation feature allo Adobe Fireworks such as the Shear function, custom b	Coverage of features that have tion, and the Deco tool. The rea and with improved div backgrou bws you to follow page links in L	been enhanced in designed CSS layo nd colors to help y ive view. New CS	Adobe Flash outs in Adobe ou visualize each S5 features for		
	The Web Collection Premium Edition: Dreamweaver C	9781111874353				
	Instructor Resources Adobe Dreamweaver CS5: Comprehensive	Shelly/Wells/ Campbell	2011	9-12	9781111130749 9780538473941	
	Notes: Shelly Cashman Series Key Features: .					
	Adobe Dreamweaver CS5: Comprehensive Ebook	9781133294559				
	Instructor's Resource CD	9780538473729				
	Adobe Photoshop CS5: Comprehensive	Shelly/ Starks/ Fehl	2011	9-12	9780538473910	
	Key Features: New End of Chapter exercises to provide retention. New projects and exercises featuring and im features, brush prototypes, and blending features. A st successfully learn and retain information to be used in the material and create an accessible and user-friendly app Learn It Online exercises feature practice tests, crossw enhance student learning beyond the book.					
	Adobe Photoshop CS5: Comprehensive Ebook				9781133161554	
	Instructor's Resource CD		0044	0.40	9780538476829	
	The Video Collection Revealed: Adobe Premiere, After Effects, Soundbooth and Encore CS5	Keller	2011	9-12	9781439057582	
	Key Features:					
	The Video Collection Revealed: Adobe Premiere, After	9781111874414				
	Instructor Resources	1			9781439057575	
	Microsoft Office 2010 Fundamentals	Story/ Walls	2011	9-12	9780538472463	
	Key Features:					
	Microsoft Office 2010 Fundamentals Ebook				9781111982447	
	Instructor's Resource CD				9780538472470	

2011 Committee Recommendations

* No state content standards for computer applications.

Page 162 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Cengage Learning	Microsoft Office 2010: Introductory	Shelly/ Vermaat	2011	9-12	9781439078419	
-	Key Features:					
	Microsoft Office 2010: Introductory Ebook	9781111874322				
	Instructor Resources	1		1	9781439078501	
	Microsoft Office 2010: Advanced	Shelly/ Vermaat	2011	9-12	9781439078556	
	Key Features:					
	Microsoft Office 2010: Advanced Ebook	Shelly/ Vermaat	2011	9-12	9781111982485	
	Microsoft Office 2010, Introductory	Pasewark/ Pasewark	2011	9-12	9780538475518	
	Notes: Spiral Bound edition Key Features: Offers a flexible format making this b Provides numerous step-by-step exercises, review of to enhance students' learning experiences. Gives st boxes, Net tips boxes, and Important boxes. Increase including lesson summary, vocabulary, and review of hands-on labs for additional student learning. Microsoft Office 2010, Introductory Ebook Instructor's Resource CD Microsoft Office 2010: Introductory Notes: Hardback edition Key Features: Offers a flexible format making this bo Provides numerous step-by-step exercises, review of to enhance students' learning experiences. Gives st boxes, Net tips boxes, and Important boxes. Increase including lesson summary, vocabulary, and review of hands-on labs for additional student learning. Microsoft Office 2010: Introductory Ebook	exercises, case projects, integratio udents additional information and g ses student's retention of skills thro questions. Includes an Online Com Pasewark/ Pasewark pook ideal for classrooms with stude exercises, case projects, integratio udents additional information and g ses student's retention of skills thro	n lessons, and a C guidance through ugh end-of-lesson panion website wi 2011 an lessons, and a C guidance through ugh end-of-lesson	2apstone project Did you Know? exercises th exercises and 9-12 ying abilities. Capstone project Did you Know? exercises	9781111982393 9780538475235 9780538475396 9781111982393	
	Instructor's Resource CD				9780538475235	
	Microsoft Office 2010, Advanced (Hardcover)	Cable/ Morrison	2012	9-12	9780538481298	
	Key Features:					
	Microsoft Office 2010, Advanced Ebook	9781111982416				
	Instructor's Resource CD		9781111525798			
	Microsoft Office 2010, Advanced (Spiral Bound)				9780538481427	

2011 Committee Recommendations

* No state content standards for computer applications.

Page 163 of 170

Computer Applications Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Certification Partners, LLC	CIW Internet Business Associate Student Guide (Electronic version)	Certification Partners, LLC	2011	9-12	0742327671	
	Key Features: The CIW Internet Business Associate as part of an Introduction to Information Technology of accessed and how information is transmitted. Studen effectively use them both personally and in the busine management. Tools and services taught include usin using social networking in a business context. The co- environment. In this course, students will learn about the skills and technologies to perform them. The care endless	course. This course introduces ts will learn what tools and servess ess environment while all the ti g Internet and Web clients, cor- burse prepares students to work the tasks involved in various W	students to the Interr vices the Internet offe ime emphasizing pers nducting sophisticated k effectively in today's Web technology job rc	net, how it is ers and how to sonal information d searches, and s business les, and will learn		
	CIW Internet Business Associate Student Guide (Tra	0742327671				
	CIW Internet Business Associate Online Student Res	ources & Practice Exams			0740007000	
	CIW Internet Business Associate Instructor Guide		0011	0.40	0742327663	
	CIW Site Development Associate Student Guide (Electronic version)	Certification Partners, LLC	2011	9-12	0742327701	
	XHTML, when to include scripting languages such as databases. Students will create pages using XHTML Students will also gain an understanding of e-comme commerce project. CIW Site Development Associate Student Guide (Tra					
		ditional Text)			742327701	
	CIW Site Development Associate Online Student Res				742327701	
					742327701 0742327698	
	CIW Site Development Associate Online Student Res		2011	9-12		
	CIW Site Development Associate Online Student Res CIW Site Development Associate Instructor Guide CIW Network Technology Associate	Certification Partners, LLC ate course may be offered as a nformation Technology course. s are and different types and ne and will have a brief introductio vork services that are utilized ir y discussing various types of th	a stand-alone course . This course teacher etwork topology. Stu- on to the OSI and con n business networks a nreats and ways to pro-	in Introduction to s students the dents will nmunication and the Internet. otect information	0742327698	
	CIW Site Development Associate Online Student Res CIW Site Development Associate Instructor Guide CIW Network Technology Associate Student Guide (Electronic version) Key Features: The CIW Network Technology Associ Network Technology or as part of an Introduction to In basics of network technology including what networks understand how data is transmitted across networks protocols. Students will also learn about various networks the course will introduce students to network security on networks. Understanding the fundamentals of net professionals who use the Internet	Certification Partners, LLC ate course may be offered as a nformation Technology course. s are and different types and ne and will have a brief introductio vork services that are utilized in y discussing various types of th working, Internet protocols and Traditional Text)	a stand-alone course . This course teacher etwork topology. Stu- on to the OSI and con n business networks a nreats and ways to pro-	in Introduction to s students the dents will nmunication and the Internet. otect information	0742327698	
	CIW Site Development Associate Online Student Res CIW Site Development Associate Instructor Guide CIW Network Technology Associate Student Guide (Electronic version) Key Features: The CIW Network Technology Associ Network Technology or as part of an Introduction to In basics of network technology including what networks understand how data is transmitted across networks protocols. Students will also learn about various network The course will introduce students to network security on networks. Understanding the fundamentals of net professionals who use the Internet	Certification Partners, LLC ate course may be offered as a nformation Technology course. s are and different types and ne and will have a brief introductio vork services that are utilized in y discussing various types of th working, Internet protocols and Traditional Text) Resources & Practice Exams	a stand-alone course . This course teacher etwork topology. Stu- on to the OSI and con n business networks a nreats and ways to pro-	in Introduction to s students the dents will nmunication and the Internet. otect information	0742327698 0742327736	

2011 Committee Recommendations

* No state content standards for computer applications.

Page 164 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Certification Partners, LLC	U	Certification Partners, LLC	2010	9-12	0742327205	
	Key Features: The CIW Web Design Specialist course is specialize in Web site design. In this course, you will build best practices of Web design, including design theory, too manage aspect of designing the web sites of today, unde complete web projects. Students will master the skills ne accessible and optimized for search engines. The studer designing sites including Microsoft Expression Web, the A be introduced such as working with scripting languages a					
	CIW Web Design Specialist Student Guide (Electronic Ve	742327205				
	CIW Web Design Specialist Online Student Resources & CIW Live Labs – Supplemental virtual labs providing unif for Web Design Specialist – (Optional)					
	CIW Web Design Specialist Instructor Guide	0742327191				
EMC Publishing	A Guide to Microsoft Office 2010 Student Edition	Jan Marrelli	2011	9-12	9780821958339	
	Key Features: teaches students business application sof the major Office programs is taught in introductory, interm competency. Students create a rich range of business, ac practices and hands-on exercises. Included in this textboo and OneNote.					
	A Guide to Microsoft Office 2010 Student eBook				9780821960226	
	OPTIONAL -SNAP 2010 Web-Based Training & Asses seats)		2010		9780763844714	
	Optional -SNAP 2010 Web-Based Training & Assessm				9780763844417	
	Optional -SNAP 2010 Web-Based Training & Assessm A Guide to Microsoft Office 2010 Instructor Resource				9780763844479 9780821960233	
	Upon request, 1 online student edition provided at no teacher resource provided at no charge with purchase	9780821900233				
		Nancy Muir and Anita Verno	2011	6-12	9780763844400	
	Notes: High level for grade 6.					
	Key Features: Teaches the essentials of Office 2010 for personal, academic, and business use. Its clear, easy-to-follow instruction offers quick tips for potential trouble spots with minimal reading and maximum visuals. A visual introduction to each module highlights best uses of the software. Guided end-of-chapter exercises measure students' achievement of learning outcomes, while creative end-of-module projects evaluate students' problem-solving in new situations.					
				r	07007000 10700	
	Guidelines for Microsoft Office 2010 Student eBook		2011 2011		9780763843762 9780763844257	

2011 Committee Recommendations

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Page 165 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Publishing	Guidelines for Microsoft Office 2010 Continu	ued)	2011	6-12		
LC	OPTIONAL - SNAP 2010 Web-Based Training & Assessme		2010		9780763844714	
			2010		9780763844417	
	OPTIONAL -SNAP 2010 Web-Based Training & Assessme	ent Site License (300 seats)	2010		9780763844479	
	Upon request, 1 online student edition provided at no charge resource provided at no charge with purchase of 25 studen		nt edition purcha	sed; 1 teacher		
	Marquee Series: Microsoft Office 2010 – N Basic Student Edition with data files CD	Nita Rutkosky, et al.	2011	9-12	9780763844455	
	Key Features: Designed to teach the essential features of level in Word, Excel, Access, and PowerPoint. Its graduate initial modeling of skills to guided application in project-bas workplace scenarios.	tudents from				
	Marquee Series: Microsoft Office 2010 – Basic Student eB	2011		9780763843656		
	Marquee Series: Microsoft Office 2010 – Basic Student eBook		2011		9780763837891	
	SNAP 2010 Tutorials CD		2010		9780763839116	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme	ent Site License (50 seats)	2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme		2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme				9780763844479	
	resource provided at no charge with purchase of 25 student editions; 1 SNAP 2010 Tutorials CD provided at no charge with purchase of 20 student editions Benchmark Series: Microsoft Office Nita Rutkosky. et al. 2011 11-1			d at no charge	9780763838119	
	Benchmark Series: Microsoft Office N 2010 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9700703030119	
	Key Features: Designed to teach the essential features of Windows and Internet Explorer and to develop a mastery skill level in Word, Excel, Access, and PowerPoint. Its graduated, three-level instructional approach moves students from initial modeling of skills to guided application in project-based exercises to independent problem-solving in realistic workplace scenarios.					
	Benchmark Series: Microsoft Office 2010 Student eBook		2011		9780763843496	
	Benchmark Series: Microsoft Office 2010 Print Instructor's		2011		9780763838959	
	Benchmark Series: Microsoft Office 2010 EXAMVIEW Asso	essment Suite	2011		9780763838133	
	SNAP 2010 Tutorials CD		2010		9780763838942	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme		2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme				9780763844479	
	Upon request, 1 online student edition provided at no charge with each hardcover student edition purchased; 1 teacher resource provided at no charge with purchase of 25 student editions; 1 SNAP 2010 Tutorials CD provided at no charge with purchase of 20 student editions					

2011 Committee Recommendations

* No state content standards for computer applications.

Page 166 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Publishing LLC	Benchmark Series: Microsoft Word 2010 Levels 1 and 2 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9780763842994	
	Key Features: Students build mastery skill level in the V realistic context for learning practical skills.	Vord 2010 application. Its proje	ct-based approac	ch creates a		
	Benchmark Series: Microsoft Word 2010 Levels 1 and 2	Student eBook			9780763843519	1
	Benchmark Series: Microsoft Word 2010 Levels 1 and 2		/D		9780763838973	
	Benchmark Series: Microsoft Word 2010 Levels 1 and 2	EXAMVIEW Assessment Suite)		9780763843427	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess				9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess				9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud		ent edition purcha	sed; 1 teacher		
	Benchmark Series: Microsoft Excel 2010 Levels 1 and 2 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9780763843137	
	Key Features: Students build mastery skills in the Excel context for learning practical skills.					
	Benchmark Series: Microsoft Excel 2010 Levels 1 and 2				9780763843557	
	Benchmark Series: Microsoft Excel 2010 Levels 1 and 2				9780763839000	
	Benchmark Series: Microsoft Excel 2010 Levels 1 and 2)		9780763843427	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess				9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess	sment Site License (300 seats)	2010		9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud	arge with each hardcover stude dent editions	ent edition purcha	sed; 1 teacher		
	Benchmark Series: Microsoft Access Levels 1 and 2 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9780763843052	
	Key Features: Students build mastery skills in the Accer context for learning practical skills.	creates a realistic				
	Benchmark Series: Microsoft Access Levels 1 and 2 Stu	ident eBook	2011		9780763843588]
	Benchmark Series: Microsoft Access Levels 1 and 2 Pri	nt Instructor's Guide with DVD	2011		9780763839031]
	Benchmark Series: Microsoft Access Levels 1 and 2 EX	9780763843427				
	OPTIONAL - SNAP 2010 Web-Based Training & Assess	9780763844714				
	OPTIONAL - SNAP 2010 Web-Based Training & Assess	9780763844417]			
	OPTIONAL - SNAP 2010 Web-Based Training & Assess				9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud		ent edition purcha	sed; 1 teacher		

2011 Committee Recommendations

* No state content standards for computer applications.

Page 167 of 170

Computer Applications Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Publishing LLC	Benchmark Series: Microsoft PowerPoint 2010 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9780763843090	
	Key Features: Students build mastery skills in the Acce context for learning practical skills. Mentoring Instruction effective slide shows that inform and motivate audience	nal style guides students step-by				
	Benchmark Series: Microsoft PowerPoint 2010 Student		2011		9780763843618	
	Benchmark Series: Microsoft PowerPoint 2010 Print Ins	tructor's Guide with DVD	2011		9780763839062	
	Benchmark Series: Microsoft PowerPoint 2010 EXAMV		2011		9780763843427	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses		2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses				9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud		ent edition purcha	sed; 1 teacher		
	Signature Series: Microsoft Word 2010 Student Edition with data files CD	Nita Rutkosky, et al.	2011	11-12	9780763842956	
	Key Features: Offers students' clear and comprehensiv projects and critical-thinking assignments give them the					
	Signature Series: Microsoft Word 2010 Student eBook		2011		9780763843625	
	Signature Series: Microsoft Word 2010 Print Instructor's		2011		9780763837594	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses		2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Asses	sment Site License (300 seats)	2010		9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud		ent edition purcha	sed; 1 teacher		
	Signature Series: Advanced Microsoft Word 2010 Desktop Publishing Student Edition with data files CD	Joanne Arford	2011	11-12	9780763838904	
	Key Features: Offers students' clear and comprehensiv projects and critical-thinking assignments give them the					
	Signature Series: Advanced Microsoft Word 2010 Desk				9780763843632	
	Signature Series: Advanced Microsoft Word 2010 Desk				9780763838911	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud					

2011 Committee Recommendations

* No state content standards for computer applications.

Page 168 of 170

Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Publishing LLC	Signature Series: Advanced Microsoft Word 2010 Desktop Publishing Student Edition with data files CD	Joanne Arford	2011	11-12	9780763838904	
	Key Features: Offers comprehensive instruction and pra 2010 techniques. This text provides opportunities for str collaborative learning as they plan, design, and evaluate					
	Signature Series: Advanced Microsoft Word 2010 Deskt	9780763843632				
	Signature Series: Advanced Microsoft Word 2010 Deskt				9780763838911	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud	arge with each hardcover stude	ent edition purcha	sed; 1 teacher		
	Windows 7 Brief Edition Student Edition	Faithe Wempen and Lisa Bucki	2011	9-12	9780763838065	
	Key Features: Covers new and enhanced features of the necessary skills. Covers new or enhanced features incl functionality, new Libraries, reveal features, and internet					
	Windows 7 Brief Edition Student eBook	9780763843816				
	Windows 7 Brief Edition Instructor Resources and EXAN	9780763838089				
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud					
	Computers: Understanding Technology – Introductory Student Edition with Encore CD	Floyd Fuller and Brian Larson	2011	9-12	9780763839277	
	Key Features: Teaches foundation IT topics as well as management. This text also covers individual and corpo	L telecommunications, networks, prate ethics, cutting-edge techn	l security issues, a ologies, and futur	I Ind information e IT trends.		
	Computers: Understanding Technology – Introductory S		2011		9780763843946	
	Computers: Understanding Technology – Introductory Ir EXAMVIEW CD		2011		9780763838034	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assess seats)		2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessment Site License (300 2010 seats)				9780763844479	
	Upon request, 1 online student edition provided at no ch resource provided at no charge with purchase of 25 stud					

2011 Committee Recommendations * No state content standards for computer applications.

Page 169 of 170

Computer Applications Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Publishing		oyd Fuller and rian Larson	2011	9-12	9780763837310	
	Key Features: Provides engaging instruction on foundation technologies, and future IT trends.	IT topics plus individual and	corporate ethics	, cutting-edge		
	Computers:UnderstandingTechnology – Brief Student eBool	k	2011		9780763843939	
	Computers:UnderstandingTechnology-Brief Instructor Reso		2011		9780763838034	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessmen		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessmen	nt Site License (150 seats)	2010		9780763844417	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessmen	nt Site License (300 seats)	2010		9780763844479	
	Upon request, 1 online student edition provided at no charge resource provided at no charge with purchase of 25 student		nt edition purcha	sed; 1 teacher		
		oyd Fuller and rian Larson	2011	9-12	9780763837280	
	Key Features: Provides comprehensive coverage of compu Internet, to programming, security, AI, and ethics-from the ba					
	Computers: Understanding Technology – Comprehensive S	tudent eBook	2011		9780763843922	
	Computers: Understanding Technology – Comprehensive In EXAMVIEW CD	2011		9780763838034	-	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessme		2010		9780763844714	
	OPTIONAL - SNAP 2010 Web-Based Training & Assessment Site License (150 seats)		2010 2010		9780763844417	-
	OPTIONAL - SNAP 2010 Web-Based Training & Assessmen Upon request, 1 online student edition provided at no charge resource provided at no charge with purchase of 25 student	sed; 1 teacher	9780763844479			
Pearson Prentice Hall	DDC Learning Microsoft Office 2010 Deluxe Edition Student Edition: Deluxe Hardcover Edition with CD-ROM	ucki	2011	9-12	9780135108406	
	Key Features:			-		
Thoughtful Learning		ing, Erickson, ebranek	2012	6-8	9781932436341	
	Notes: Recommended as "Resource Only". Cross curriculur	m, intended skills are applic	able.			
	Key Features: provides direct instruction in critical thinking, c arguments, and a host of other skills. This student handbook process—questioning, planning, researching, developing, im scientific method. Inquire includes dozens of inquiry projects curriculum.					
	Inquire: A Guide to 21 st Century Learning (hard cover)				978-1-932436-35-8	1
	Inquire Teacher's Guide				978-1-932436-36-5	

2011 Committee Recommendations

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SUBJECT

Boise State University EDTECH K-12 Online Teacher Endorsement Program

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 Department of Educational Technology at Boise State University requested approval to implement a program of study for students interested in pursuing the K-12 Online Teacher Endorsement. The EDTECH program is an international leader in online learning with a very successful, fully online graduate program that has been in existence for over 10 years. In particular, they are recognized as leaders in the field of K-12 online teacher education and research, and the largest provider of training for K-12 online teachers across the country. EDTECH worked closely with the Idaho State Department of Education to develop and establish both the statewide K-12 Online Teacher Standards and the K-12 Online Teacher Endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the K-12 Online Teaching Endorsement program proposed by the EDTECH program at Boise State University. Dr. Kerry Rice, Associate Professor and Associate Chair, presented the proposed K-12 Online Teaching Endorsement program to the Standards Committee. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its June 2011 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed K-12 Online Teaching Endorsement program offered through the EDTECH program at Boise State University. With the conditionally approved status, Boise State may admit candidates to the program, and will undergo full approval once there are program completers.

IMPACT

In order to produce graduates eligible for Idaho teacher certification, Boise State University must offer an Online Teacher Endorsement program adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – EDTECH K-12 Online Endorsement

Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the EDTECH K-12 Online Teacher Endorsement program at Boise State University, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Proposed K-12 Online Teaching Endorsement Program of Study

Boise State University Department of Educational Technology

Submitted by: Kerry Rice, Ed. D. Associate Professor and Associate Chair <u>krice@boisestate.edu</u> 208-426-2050

The Department of Educational Technology at Boise State University requests approval to implement a program of study for students interested in pursuing the K-12 Online Teaching Endorsement. The EDTECH program is an international leader in online learning with a very successful, fully online graduate program that has been in existence for over 10 years. In particular, we are recognized as leaders in the field of K-12 online teacher education and research, and the largest provider of training for K-12 online teachers across the country. EDTECH worked closely with the Idaho State Department of Education to develop and establish both the statewide K-12 Online Teaching Standards and the K-12 Online Teaching Endorsement.

This program of study would build off of our previously approved K-12 Online Teaching certificate program. Sample courses in this graduate level endorsement that would allow students to build the necessary skills and gather artifacts as evidence of competency include the following (with their descriptions):

EDTECH 502**: Internet for Educators (3 credits)

Locate, retrieve, and evaluate information found on the Internet. Design and produce instructional Web pages using a combination of software and HTML/XHTML/CSS code. Apply appropriate instructional strategies and models to the design of digital curriculum.

EDTECH 504: Theoretical Foundations of Educational Technology (3 credits)

An overview of classic and contemporary theories of learning along with their applications in the field of educational technology and emerging orientations; Implications for practice.

EDTECH 512*: Online Course Design (3 credits)

Emphasizes web-based instructional design for the development of online courses. Consideration is given to various models of online delivery, content organization and presentation, and graphic design. Course participants create a fully-developed online course.

EDTECH 521*: Teaching Online in the K-12 Environment (3 credits)

Examines research-supported practices in online teaching and learning in the K-12 environment. Emphasizes online teaching tools, caseload management, learner engagement, and individualized instruction. Project required.

EDTECH 523*: Advanced Online Teaching (3 credits)

Emphasizes content-specific instructional strategies, methods, data analysis, and improved communication in online instruction. Experience with web-based video/audio communication tools recommended.

EDTECH 597: Social Network Learning (3 credits)

This graduate level course will explore collaborative and emergent pedagogies, tools, and theory related to the use of social networks in learning environments. Participants will gain hands-on experience with a variety social networking tools, create a community-based resource, and have an opportunity to develop a global professional network for educational technologists.

EDTECH 597: Internship (2 credits) (not included in Matrix below)

Eight week online teaching internship in a Pre-K-12 online school or program. Students will participate in a hands-on field experience for the purpose of observing the effective management and instruction of learning in a fully online environment.

*Indicates required courses for the previously approved 12-credit Online Teaching Certificate offered through the Department of Educational Technology.

**Recommended course for the Online Teaching Certificate for students who are not enrolled in the Master's of Educational Technology graduate program.

The matrix below illustrates, in many cases, multiple examples of evidence of learning for each performance indicator. It should also be noted that many of the courses in our program provide similar opportunities for students to meet the competencies for this endorsement.

K-12 Online Teaching Endorsement Matrix

Framework for Teaching Domain #1: Planning and Preparation

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 523: Advanced	The online teacher utilizes	Principles of Effective Online
Online Teaching Methods	current standards for best	Instruction
	practices in online teaching to	
	identify appropriate	
	instructional processes and	
	strategies.	
EDTECH 512: Online Course	The online teacher	Online Course Site
Design	demonstrates application of	
	communication technologies	Netiquette Consensus

Γ		
EDTECH 521: Teaching	for teaching and learning (e.g.,	Building Project
Online in the K-12	Learning Management System	
Environment	[LMS], Content Management	Adobe Connect Recorded
	System [CMS], email,	Lesson
EDTECH 523: Advanced	discussion, desktop video	
Online Teaching	conferencing, and instant	Adobe Connect Live Lesson
	messaging tools).	
EDTECH 523: Advanced	The online teacher	Virtual Icebreaker Project
Online Teaching	demonstrates application of	Development Wiki
	emerging technologies for	
EDTECH 597: Social	teaching and learning (e.g.,	Adobe Connect Live Lesson
Network Learning	blogs, wikis, content creation	
	tools, mobile technologies,	Social Network Mind Map
	virtual worlds).	
EDTECH 502: Internet for	The online teacher	502 Website
Educators	demonstrates application of	
	advanced troubleshooting	Social Network Wiki:
EDTECH 597: Social	skills (e.g., digital asset	Troubleshooting the PLC
Network Learning	management, firewalls, web-	
	based applications).	
EDTECH 512: Online Course	The online teacher	Online Course Site, Message
Design	demonstrates the use of design	and Visual Design Guidelines
	methods and standards in	
	course/document creation and	
	delivery.	
EDTECH 521: Teaching	The online teacher	Netiquette Lesson
Online in the K-12	demonstrates knowledge of	
Environment	access, equity (digital divide)	Netiquette Rules for the
	and safety concerns in online	Online Classroom
EDTECH 502: Internet for	environments.	
Educators		Accessibility Lesson

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 512: Online Course Design	The online teacher understands the continuum of fully online to blended learning	Online Course Site

EDTECH 523: Advanced Online Teaching Methods	environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities). The online teacher uses communication technologies to	Lesson Development
	alter learning strategies and skills (e.g., Media Literacy, visual literacy).	
EDTECH 504: Theoretical Foundations of Educational Technology	The online teacher demonstrates knowledge of motivational theories and how	Revised Lesson Plan <u>Synthesis paper</u>
EDTECH 523: Advanced Online Teaching Methods	they are applied to online learning environments.	Virtual Icebreaker Activity
EDTECH 504: Theoretical Foundations of Educational Technology EDTECH 523: Advanced Online Teaching Methods EDTECH 597: Social Network Learning	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)}.	Revised Lesson Plan <u>Synthesis paper</u> Social Network Learning final projects <u>PLC wiki: Management</u>

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

EDTECH Course	Performance Indicator	Evidence
EDTECH 512: Online Course Design EDTECH 521: Online Teaching in the K-12 Environment EDTECH 523: Advanced Online Teaching Methods	The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.	Online Course Site Adobe Connect Live Lesson
EDTECH 512: Online Course Design	The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.	Online Course Site
EDTECH 512: Online Course Design EDTECH 521: Online Teaching in the K-12 Environment	The online teacher designs and develops subject-specific online content.	<u>Online Course Site</u> <u>Recorded Asynchronous</u> <u>Lesson</u>
EDTECH 512: Online Course Design EDTECH 521: Online Teaching in the K-12 Environment	The online teacher uses multiple forms of media to design course content.	Online Course Site Online Course Site and Recorded Video Lessons
EDTECH 523: Advanced Online Teaching Methods EDTECH 512: Online Course Design	The online teacher designs course content to facilitate interaction and discussion.	Adobe Connect Live Lesson Online Course Site
EDTECH 502: Internet for Educators	The online teacher designs course content that complies with intellectual property rights and fair use standards.	<u>Copyright and Fair Use</u> <u>WebQuest</u>

Framework for Teaching Domain #2: The Classroom Environment

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 523: Advanced Online Teaching Methods EDTECH 502: Internet for Educators EDTECH 521: Online Teaching in the K-12 Environment	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]).	Virtual Icebreaker Development Netiquette Lesson Netiquette Rules for the Online Classroom
EDTECH 512: Online Course Design	The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).	Online Course Site
EDTECH 512: Online Course Design EDTECH 523: Advanced Online Teaching Methods	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).	Online Course Site Communication Plan

Framework for Teaching Domain #3: Instruction and Assessment

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 502: Internet for	The online teacher knows how	Accessibility Lesson

Educators	adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	
EDTECH 521: Online Teaching in the K-12 Environment EDTECH 512: Online Course Design EDTECH 597: Social Network Learning	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).	Revised Recorded Asynchronous Lesson <u>Task Analysis</u> Social Network Mind Map
EDTECH 521: Online Teaching in the K-12 Environment	The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).	Active Listening Interview Tool

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 523: Advanced Online Teaching Methods	The online teacher evaluates methods for achieving learning goals and chooses various	Checklist for Synchronous Lessons
EDTECH 597: Social Network Learning	teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).	PLC Final Project
EDTECH 523: Advanced Online Teaching Methods	The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based	Adobe Connect Live Lesson

	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)	
EDTECH 512: Online Course Design EDTECH 521: Online Teaching in the K-12 Environment EDTECH 523: Advanced Online Teaching Methods	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).	Online Course Site Recorded Asynchronous Lesson Adobe Connect Live Lesson

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 521: Online Teaching in the K-12 Environment	The online teacher is a thoughtful and responsive communicator.	Interview Tool Class Discussion Leader
EDTECH 523: Advanced Online Teaching Methods EDTECH 597: Social Network Learning		PLC Participation
EDTECH 523: Advanced Online Teaching Methods EDTECH 597: Social Network Learning	The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-	Communication Plan Class Discussion Leader Social Network Participation publication brief

order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).	
The online teacher demonstrates the ability to communicate effectively using a variety of mediums.	Communication Plan Participation in online program of study
	Summary of PLC Event
The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).	Active Listening Interview Tool Class Discussion Leader
	board facilitation, personal communications, and web conferencing). The online teacher demonstrates the ability to communicate effectively using a variety of mediums. The online teacher adjusts communication in response to cultural differences (e.g., wait

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH 521: Online	The online teacher selects,	Recorded Asynchronous
Teaching in the K-12	constructs, and uses a variety	Lesson
Environment	of formal and informal	
	assessment techniques (e.g.,	Communication Plan
EDTECH 523: Advanced	observation, portfolios of	
Online Teaching Methods	student work, online teacher-	Online Course Site
	made tests, performance tasks,	
EDTECH 512: Online Course	projects, student self-	
Design	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.	
EDTECH 512: Online Course Design	The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.	Online Course Site

Framework for Teaching Domain #4: Professional Responsibilities

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.

EDTECH Course	Performance Indicator	Evidence
EDTECH Program - Online EDTECH 502: Internet for	The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA,	<u>Copyright and Fair Use</u> <u>WebQuest</u>
Educators	AUP's).	Participation in online program of study
EDTECH Program - Online	The online teacher has participated in an online course	<u>Virtual Icebreaker Project</u> <u>Wiki</u>
EDTECH 523: Advanced Online Teaching Methods	and applies experiences as an online student to develop and implement successful strategies for online teaching	<u>Virtual Icebreaker Public</u> <u>Wiki</u>
	environments.	Participation in online program of study
EDTECH 523: Advanced Online Teaching Methods	The online teacher demonstrates alignment of educational standards and	Principles of Effective Online Instruction
EDTECH 597: Social Network Learning	curriculum with 21 st century technology skills.	PLC Final Project

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.

Although no indicators are present for this standard, participation in the EDTECH online program itself provides students with extensive experience and opportunities to participate and interact with a wide variety of educational and professional organizations, with their peers and with other members of the educational community.

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SUBJECT

The College of Idaho (C of I), Full Program Approval Review State Team Report and Institutional Rejoinder

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 purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at The College of Idaho meet state standards for beginning teachers. The review was conducted by a nine-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used at least three sources of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, intern evaluation checklists, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, portfolios, work samples, letters of support and surveys. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, full-time and adjunct college faculty, college supervisors, PreK-12 principals and cooperating teachers.

Due to the fact that The College of Idaho is a liberal arts college, candidates are not eligible for recommendation for certification in Idaho after receiving their four year degree. In order for The College of Idaho candidates to be eligible for recommendation for certification, they must return for a fifth year internship. They may do this using one of two options, a certification-only internship, or the Master of Arts in Teaching (MAT) internship, for new teachers who wish to attain certification in Idaho while also completing graduate work. Team members utilized evidence from the certification only internship as well as undergraduate requirement in order to validate the standards. A written state team report was submitted to the head of the unit, who had the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and a rejoinder addressing two programs, chemistry and physics, which were recommended for conditional approval, were submitted to the Professional Standards Commission (PSC) for review and approval on June 24, 2011. Dr. Dennis Cartwright, Dean of the College of Education, and Stacy Jensen, State team chair, attended the PSC Standards committee meeting and were available for questions. After Ms. Jensen presented the findings of the state team report the Standards committee allowed Dr. Cartwright to share his rejoinder addressing the state team's findings for the chemistry and physics programs.

The knowledge components of the chemistry program were found to be acceptable in meeting the state standards, and the chemistry program completers had acceptable performance of the knowledge, but had received their chemistry knowledge preparation from other institutions. The Standards committee discussed, at length, how to tackle the very unique and specific technicality. Since institutions are allowed the academic freedom to thoroughly assess transcripts and accept candidates into their programs, and issue institutional recommendations, The College of Idaho accepted the onus for these candidates. After much deliberation, the Standards Committee recommended to the PSC full approval of The College of Idaho Chemistry program. The PSC had an affirmative vote to recommend full approval of The College of Idaho Chemistry program.

The physics program provided an acceptable amount of evidence to demonstrate that the Idaho standards for physics knowledge were met. However, the state team found a lack of performance evidence to demonstrate that the completers were able to make subject matter meaningful in order to meet the state standards. The PSC Standards Committee discussed at length the state team recommendation of conditional approval for the physics program and the institution's rejoinder. The PSC Standards Committee recommended to the PSC conditional approval of The College of Idaho Physics program. The PSC had an affirmative vote to recommend conditional approval of The College of Idaho Physics program, and full approval of the following programs: Elementary Education (fifth year internship program), Secondary Education (fifth year internship program) English Language Arts, Mathematics, Social Studies, (Foundation Standards), Government/Civics, History, Science (Foundation Standards), Biology.

IMPACT

In order to maintain their status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, The College of Idaho must offer a teacher preparation program adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – The College of Idaho Rejoinder	Page 3
Attachment 2 – State Team Report	Page 13

BOARD ACTION

I move to accept the Professional Standards Commission's recommendation to accept the State team program approval report thereby granting approval of the Elementary Education, Secondary Education, English Language Arts, Mathematics, Social Studies, Government/Civics, History, Science, and Biology programs at The College of Idaho; and granting conditional approval of the Physics program at The College of Idaho, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to accept the Professional Standards Commission's recommendation to accept The College of Idaho rejoinder to the State Team Report and grant approval of the Chemistry program at The College of Idaho, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Rejoinder – The College of Idaho Program Approval Visit – 2011 - May 8-11

The education department (unit) at The College of Idaho respectfully requests that the Standards Committee of the Idaho Professional Standards Committee consider this request to, after carefully considering the evidence provided, change the team's recommendation for "Approved Conditionally" to "Approved" for the physics and chemistry preparation programs. In both cases the visiting team found the preparation program to be "Acceptable" for the knowledge portion of the review but felt that there was insufficient evidence to approve the performance section, thus recommending Conditional Approval.

We will make our case for this request by pointing out evidence available to the team at the time of the visit which may have been overlooked and by reflecting on the interpretation of the evidence cited in the team report. Because the institutional report was provided online with links to evidence, we have provided to the standards committee the memo describing how to access and navigate the report. This is the same memo provided to the team prior to the visit. The institutional report has not been altered since the visit and the links to evidence should still be active.

The following is a quote from the institutional report response to NCATE Standard II:

The size of the institution and the enrollment in programs that prepare teachers are both an advantage and a limitation to establishing and maintaining an assessment system by which programs and the unit can be evaluated. The small number of candidates completing programs each year reduces the data load to be managed and allows individual attention to candidates, but it makes it difficult to generalize results of the normal quantitative analysis because of the small sample size.

This statement is especially applicable in the areas of physics, chemistry, art, and drama but it should not negatively impact the decisions made about program quality if all other indicators are positive.

For your convenience, at the beginning of each rejoinder section we have provided the portion of the team report explaining the "Conditional Approval" decision and the "Area for Improvement" they cited.

College/University: <u>The College of Idaho</u> Review Dates: <u>May 8-11, 2011</u>

A. <u>Idaho Standards for Physics Teachers</u>

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 Knowledge- Subject Matter and Structure of Physics		X	
1.2 Performance- Making Physics Meaningful	X		

1.1 Content curriculum, student transcripts and GPA, poster presentations, faculty interviews and completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

1.2 The program provides little or no evidence that teacher candidates demonstrate 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. The completers/candidates who were identified were working in areas other than physics (two in astronomy/math and a third in math) therefore could not be observed making physics meaningful, and only one example of a physics lesson plan was provided in the given candidate/completer portfolios.

<u>Areas for Improvement</u>: It was noted that lack of evidence to allow a recommendation of approval for this specific program was due to a lack of candidates or completers in the physics area who were teaching in this field. Therefore the examiner could not observe or interview anyone with knowledge of how candidates make physics matter meaningful. Candidates submit portfolios with examples of their work. However, submitted portfolios only included one complete lesson utilizing physics as a topic of the lesson. It was not felt that one lesson could be utilized to determine the effectiveness on an entire program for making physics meaningful. Therefore a recommendation of approved conditionally was made.

Recommended Action

Approved
X Approved Conditionally
Not Approved

Rejoinder:

We take issue with the opening statement of section 1.2 above. At various places in the responses to core standards, science foundations standards and the physics standards, links are made to artifacts from the portfolios of Sara Kunz, Austin Weeks, and Jonathan Moreno-Ramirez. In the response to Physics Standard III it states, "additional evidence can be found in portfolios of Sara Kunz, Austin Weeks, and Jonathan Moreno Ramirez." Each of these names is linked to the person's portfolio.

Sara Kunz –

The majority of her portfolio entries were from her experience in mathematics; however in response to the last statement in 1.2 of the team report, Sara did one semester of her year-long internship teaching physics and physical science at Kuna High School. Since completing certification she has successfully taught physical science and physics. She taught these courses part time for one year and full time the next. The appendix of the team report documents that she attended the session when the team met with alumni of the program. We know she was interviewed by a team member. We, of course, do not know what was discussed in that interview.

Jonathan Moreno-Ramirez –

Jonathan did one semester of his year-long internship in a Centennial High School where he taught physics. Since program completion Jonathan has been on the faculty of an alternative high school where he teaches one section of astronomy in addition to a number of mathematics courses. While the astronomy course is not called physics, physics concepts are integrated into the instruction. His success at an alternative school testifies to ability to make physics content meaningful to students. Jonathan also attended the alumni session with the visiting team.

The following table includes artifacts in Jonathan's portfolio related to physics. (Note: the easiest way for you to access these artifacts is to open the institutional report as described in the memo, scroll to the Physics section of the report, click on standard III and click on his name. After you open his portfolio, click on the standard number and the artifact number from the table below.

Description of Item	Standard	Artifact
Physics Exam – taken in undergraduate program	1	1
Electronics Exam – taken in undergraduate program	1	2
Atomic Era & Change - Integrated Unit of Instruction	4	5
Interview Mrs. Bratcher (physic teacher) – case study	5	2
Analysis of Motion Lab	7	3
Two Dimensional Motion Lesson – direct instruction lesson	7	4
Scientific Notation	7	5
Physics Test used in Internship	9	2
Listing of Physics Text Books	9	3

Austin Weeks -

Austin is endorsed in physical science which qualifies him to teach physical science, physics, and chemistry. His primary interests have been in the middle school and alternative high schools. His year-long internship involved teaching at the middle school level. He now teaches at an alternative school in the Meridian School District. He has been tapped by the administration to work on science curriculum. Austin was not at the alumni session with the visiting team.

The following table includes portfolio artifacts related to physics he collected during his undergraduate preparation and his internship. You can access these artifacts by clicking on his name under the response to standard III in the institutional report.

Description of Item	Standard	Artifact
Newtonian Physics Lab (mislabeled as Soils Lab)	1	2
Alternative Energy – Inquiry Training	1	1
Plate Tectonics Power Point	1	3
Black Holes	4	1
Introduction to Newton's Laws Lab	5	2

Based on the above artifacts and teaching assignments, we respectfully request that the physics program be Approved.

Chemistry:

College/University: <u>The College of Idaho</u> Re

Review Dates: May 8-11, 2011

B. <u>Idaho Standards for Chemistry Teachers</u>

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 Knowledge of Subject Matter and Structure of Chemistry		x	
1.2 Performance- Making Chemistry Meaningful	X		

1.1 Content curriculum, course syllabi and faculty interviews and transcript analysis provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

1.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central 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. There are no recent examples of candidates or completers who received their education in chemistry at C of I.

<u>Areas for Improvement</u>: It was noted that lack of evidence to allow a recommendation of approval for this specific program was due to a lack of candidates or completers who had attained their chemistry expertise at The College of Idaho. Therefore a recommendation of approved conditionally was made.

Recommended Action

Approved
X Approved Conditionally
Not Approved

Rejoinder:

We take issue with the "area for improvement" cited for chemistry. While we agree that neither of the recent candidates for chemistry certification received their chemistry content degree from this institution, the team found nothing wrong with the chemistry curriculum offered by The College of Idaho as attested to by the rating and documentation for 1.1 above. We do not think it is appropriate to make the "Conditional" decision based on the fact we accepted the credits and degrees from reputable, accredited institutions (i.e. Pacific University, Trinity College). The majors they completed are substantially similar to the chemistry major at The College of Idaho which the team found to be acceptable. The state is encouraging institutions to accept credible transfer work. Because these individuals performed well in undergraduate education courses and the graduate internship taken at The College of Idaho and because of their Praxis II scores, we were comfortable recommending them for certification. Both have been successful teaching after graduation. The artifacts they provided for us and the team through their pre-certification portfolio demonstrate they are able to provide, "... learning experiences that make the central 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."

Jennifer Schmetzler Traylor –

Jennifer did one semester of her year-long internship teaching chemistry at Timberline High School.

Portfolio Entries -

The artifacts listed below can be viewed by going to the opening page of the report, going to the bottom of the menu on the left, clicking on "documents", then clicking on Jennifer Traylor's name under chemistry.

Description of Item	Standard	Artifact
Lesson plan – Water Quality of the Boise River	1	B1
Field Trip – Outdoor Education – Snow Science	4	C3
National Science Bowl – Certificate	5	B5
Science Blog – Summer	6	В
Chemistry Lab Blog	6	C
Chemistry Course Outline	7	C

Brandy Bratcher -

Brandy did one semester of internship in a biology classroom at Homedale High School and one semester in a chemistry classroom at New Plymouth High School. Since program completion Brandy has been teaching chemistry or physics and chemistry initially at Caldwell High School and currently at Payette High School.

The portfolio selections on the next page can be reviewed by clicking on Brandy's name under chemistry in the documents section of the report. Please note that Brandy did not number her artifacts. The numbers included in the table identify the order of the artifacts.

Description of Item	Standard	Artifact
Chemistry Thesis – completed at Pacific University	1	1
Mole Unit – Power Point	4	2 A
Mole Unit – Chalk Lab	4	2B
Mole Unit – Aluminum Foil Lab	4	2 C
Laboratory Safety Rules	5	1 B
Atoms Lesson Plan	7	2
Mole Review Sheet	8	2 A
Mole Exam	8	2 B

We believe the case has been made that though the chemistry content that prepared these teachers happened to be delivered by other institutions, the chemistry preparation program at The College of Idaho is of high quality. The candidates scored well on their Praxis II exams, were very successful in course work taken at The College of Idaho, demonstrated success during internship and are successful teachers. We request that the standards committee change the recommendation for the chemistry program to "Approved".

Summary:

We thank the committee for reconsidering the recommendation made by the team on these two science programs. Both of these content areas represent STEM area endorsements for which school districts have difficulty finding highly qualified candidates. We, along with all other institutions in the state, have difficulty recruiting well-qualified candidates into majors leading to these endorsements. We believe we have strong programs in both areas and we desire to have both recognized as fully approved. Based on the evidence provided and lacking any documented concern about the content or delivery of the curriculum offered, we believe it would be inappropriate to give either program less than full approval.

Respectfully submitted,

Dennis D. Cartwright, Ph.D. Director of Education Programs The College of Idaho

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STATE TEAM REPORT COLLEGE OF IDAHO May 8-11, 2011

ON-SITE STATE TEAM:

Stacey Jensen, Chair Dr. Kathy Aiken Claire Bledsoe Dr. Lary Duque Dr. Lorie Enloe Dr. Rick Fletcher Kaileen Harris Jayne Heath-Wilmarth Dr. Bruce Robbins

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Christina Linder Katie Rhodenbaugh

INTRODUCTION

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

- *Candidate* a student enrolled at the College of Idaho, Caldwell, ID.
- Student an individual enrolled in an Idaho PreK-12 public school
- *Unit* the institution's teacher preparation program
- *MAT* Master of Arts in Teaching
- *NCATE* National Council for the Accreditation of Teacher Education
- Completer-An alumni of the College of Idaho teacher education program

The College of Idaho, formerly Albertson College of Idaho, is a small, independent college in the liberal arts tradition. The institution was founded by the Wood River Presbytery of the Presbyterian Church in 1890, six years before Idaho became a state. Classes for 19 students were offered in 1891. The initial classes were offered in the former Presbyterian Church located in downtown Caldwell. The college moved to its present location in 1910 when a 20 acre parcel of land was donated to the college by Henry and Carrie Blatchley. In 1991, as part of the college's centennial celebration, the college changed its name to Albertson College of Idaho in honor of Kathryn and Joe Albertson. The Albertsons, both of whom were alumni of the college, were generous benefactors. In 2007 the institution was reviewed by the Pappas Group, a consulting firm. One of the recommendations coming out of that review was that the college consider returning to its original name. After conferring with the descendants of Kathryn and Joe Albertson and the board of the J.A. and Kathryn Albertson Foundation, the institution's board of trustees changed the name back to The College of Idaho.

This is a small, private, liberal arts institution that employs approximately 65 full time faculty members who are organized into sixteen departments. These faculty members serve approximately 1000 undergraduate students. The college has only two graduate programs, both of which are housed in the Education Department. The institution has one dean who serves as academic vice president. This small size, while a challenge in some ways, provides a close community where students and faculty function on a first name basis. One of the significant opportunities of a place like the College of Idaho is the personal mentoring that occurs in a close community of learners.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at College of Idaho meet state standards for beginning teachers. The review was conducted by a nine-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education– approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used at least three sources of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, intern evaluation checklists, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, portfolios, work samples, letters of support and surveys. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, full-time and adjunct college faculty, college supervisors, PreK-12 principals and cooperating teachers.

Due to the fact that College of Idaho is a liberal arts college, candidates are not eligible for recommendation for certification in Idaho after receiving their four year degree. In order for College of Idaho candidates to be eligible for recommendation for certification, they must return for a fifth year internship. They may do this using one of two options, a certification-only internship, or the Master of Arts in Teaching (MAT) internship, for new teachers who wish to attain certification in Idaho while also completing graduate work. Team members utilized evidence from the certification only internship as well as undergraduate requirement in order to validate the standards.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

TABLE OF CONTENTS

Introduction2
Table of Contents 4
Program Recommendations5
Core Standards
Elementary Education14
Secondary Education
English Language Arts
Mathematics
Social Studies (Foundation Standards)26
Government/Civics
History
Science (Foundation Standards)
Biology
Chemistry
Physics
Foreign Language
Visual/Performing Arts (Foundation Standards)44
Drama
Visual Arts
Music
Physical Education
Interview Index
Documents Reviewed

PROGRAM RECOMMENDATIONS

College of Idaho, May 8-11, 2011

PROGRAMS	RECOMMENDATIONS	
Core Standards	Core standards are reviewed but are not subject to approval.	
Elementary Education	Approved	
(fifth year internship program)		
Secondary Education	Approved	
(fifth year internship program)		
English Language Arts	Approved	
Mathematics	Approved	
Social Studies	Approved	
(Foundation Standards)		
Government/Civics	Approved	
History	Approved	
Science	Approved	
(Foundation Standards)		
Biology	Approved	
Chemistry	Approved Condionally	
Physics	Approved Condionally	
Foreign Language	Approved	
Visual/Performing Arts	Approved	
(Foundation Standards)	**	
Drama	Approved	
Visual Arts	Approved	
Music	Approved	
Physical Education	Approved	

College/University: College of Idaho

Review Dates: May 8-11, 2011

<u>CORE</u>

RUBRICS – Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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).

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	

1.1 Praxis II test results, alumni surveys, admission requirements, and PEAK requirements indicate that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. Eighty percent or more of the candidates meet the qualifying scores on Idaho State Board-required academic

examination(s). Due to the fact that the College of Idaho is a liberal arts colleges, candidates are required to take a variety of courses allowing them to gain knowledge in many varied areas.

1.2 Classroom observation forms, intern checklists, interviews with candidates, completers, cooperating teachers, principals, and faculty, as well as portfolios indicate that teacher candidates create learning experiences that make the content taught meaningful to students. There were a variety of samples provided within the portfolios and indicated during interviews which showed how candidates utilize their knowledge and make their content meaningful for the students they are working with.

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	

2.1 Syllabi, course required readings, and interviews indicate that teacher candidates demonstrate an adequate understanding of how students learn and develop. A variety of course syllabi indicate sessions on student developmental stages and growth. Multiple power point sessions also include information on differing students' developmental stages and growth.

2.2 Interviews with candidates, completers, faculty, cooperating teachers, and principals as well as portfolios, unit plans, and samples of student work indicate that teacher candidates demonstrate an adequate understanding of how students learn and develop.

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.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		Х	

3.1 Syllabi, class blog posts, course descriptions, and Praxis II scores indicate that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Multiple class syllabi indicates a dedication of at least one if not more class session dedicated to the topic of diverse student learning needs. Blog posts and comments indicated that this was a topic for discussion between candidates at various times.

3.2 Lesson plans, portfolio work, unit plans, and candidate and supervisor interviews indicate that teacher candidates modify instructional opportunities to support students with diverse needs. One principal noted how one intern was so creative in her approach to working with diverse learners that other seasoned teachers were asking for her opinion on students of their own.

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		Х	
4.2 Application of multiple instructional strategies		Х	

4.1 Course syllabi, posted blog required readings, and interviews with candidates and university personnel indicate that teacher candidates demonstrate an adequate understanding of instructional strategies. Candidates are introduced to a variety of instructional strategies within their coursework. One candidate noted that the nice part was that they were not just lectured about different strategies, the course instructors actually modeled the various strategies while teaching.

4.2 Interviews with candidates, cooperating teachers, faculty and principals, portfolios, coursework, and observations indicate that teacher candidates use a variety of instructional strategies. Portfolio lesson plans indicated the use of lecture, cooperative learning, small group, individual lessons, centers and inquiry based learning lessons all within one single teaching unit. Various lessons appropriately adapted the instructional strategy based on the objective the candidate was addressing within the teaching.

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	

5.1. Syllabi, alumni survey results, course required reading, and power points created by candidates, indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

5.2 Interviews, candidate portfolios, class blog comments, and intern evaluation checklists indicate that that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. All candidates are required to create a management plan for their portfolios. The plans indicate that candidates have well thought out plans with a variety of motivation and management ideas included. Reflective comments on their lessons also indicate that they have the ability to recognize their management and motivation errors and have ideas about how to fix them.

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	

6.1 Syllabi, required coursework, and faulty interviews indicate that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. All syllabi read, as well as assessment rubrics given indicate that faculty have a high expectation for candidates to use appropriate communication skills.

6.2 Portfolio work, written coursework, blog comments, and interviews indicate that teacher candidates create learning experiences that promote student learning and communication skills. Many lessons within the portfolios indicate opportunities the candidates provide for their students to practice their communication skills.

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	

7.1 Syllabi, unit plan grading rubrics, interviews, and course requirements indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

7.2 Intern evaluations, portfolios, lesson plans, and required coursework indicate that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the

community, and curriculum goals. Intern evaluations indicate that candidates receive multiple opportunities to create and prepare instruction using a variety of lesson plan templates.

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
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Syllabi, coursework requirements, candidate and faculty interviews, as well as observations indicate that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Candidates are able to take a two credit course in assessment during their internship year which allows them to learn assessment concepts while they are able to actually apply them in the classroom.

8.2 Portfolios, unit plan assessment rubrics, and intern evaluation checklists indicate that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners			X
9.2 Developing in the Art and science of Teaching			Х

9.1 Syllabi, portfolio samples, course blogs, required readings, and interviews indicate that teacher candidates demonstrate an exemplary ability to be reflective practitioners who are committed to their profession. All coursework from the very beginning to the end requires the candidates reflect on their assignments, lessons, and observations. It was noted that candidates are provided many opportunities to reflect on their practices.

9.2 Interviews with faculty, candidates, completers, and supervising teachers, portfolios, unit plans, other assigned coursework, and intern evaluation checklists all indicate that teacher candidates display in-depth ability to engage in purposeful mastery of the art and science of teaching. Overwhelmingly, the team was impressed with the reflective abilities of candidates and completers. Reflections written within the portfolios indicate that deep thought and reflection were utilized before, during, and after the lessons were taught. Candidates were very well spoken and seemed to recognize and be able to evaluate their weakness as well as their strengths.

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

10.1 Interviews with candidates, faculty, and cooperating teachers, intern evaluation checklists, and portfolios indicate that teacher candidates consistently interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being through links to the community. Interviews indicate that candidates are very well spoken and confident in their professionalism. It was noted in more than one interview how others came to interns to ask for advice. It was also noted how completers in their first year of teaching were able to fit in and become so embedded within the faculty that often principals and others forgot they were first year teachers. Their competent attitude and ability made them seem much more experienced than they really were.

Areas for Improvement: None noted.

College/University: <u>College of Idaho</u> Review Dates: <u>May 8-11, 2011</u>

ELEMENTARY EDUCATION

RUBRICS – Idaho Elementary Education Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles 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 rubric describes 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. Performance indicators provide the lens through 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 Standards for Elementary Teachers.

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

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Understanding Subject Matter and structure of the discipline.		X	

1.2 Performance:		
Making Subject	X	
Matter		
Meaningful		

1.1 Interviews with cooperating teachers, faculty, and candidates, Praxis II scores, students' GPA, coursework, and candidate work samples provide evidence that teacher candidates have the necessary subject-area background in language arts, mathematics, science, art, and social studies. During the 2009-2010 academic year the faculty and administrators designed the PEAK (professional, ethical, articulate, and knowledgeable) curriculum to enhance the liberal arts focus of the College of Idaho. This new curriculum has students complete course work in the following areas: Professional Studies and Enhancement, Humanities and Fine Arts, Social Science and History, and Natural Sciences and Mathematics.

1.2 Completer observations, interviews with candidates, faculty, and principals as well as lesson plan analysis, provide evidence that teacher candidates demonstrate the ability to use resources and learning activities when constructing integrated units that support instructional and curriculum goals that reflect effective teaching practices, and accurately reflect content in language arts, mathematics, science, art, and social studies. Teacher candidates conduct action research project in order to plan for future instruction.

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 Knowledge: Understanding Human Development and Learning		X	
2.2 Performance: Provide Opportunities for Development		X	

2.1 Interviews with cooperating teachers, College of Idaho faculty, and candidates, Praxis II scores, course syllabi, and student work samples such as lessons plans and units provide evidence that teacher candidates understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development by differentiating curriculum and instruction in order to meet the diverse needs of students.

2.2 Completer observations, interviews with candidates, principals faculty, lesson plans, and course syllabi, provide evidence that teacher candidates design instruction and provide opportunities for all students to learn language arts, mathematics, science, art, and social studies. For example, teacher candidates create integrated units that incorporate art along with mathematics, science, language arts, and/or social studies.

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 Knowledge: Understanding of Individual Learning Needs		X	
3.2 Performance: Modifying Instruction for Individual Learning Needs		X	

3.1 Interviews with cooperating teachers, College of Idaho faculty, and candidates, course syllabi, and student work samples provide evidence that candidates understand the necessity of appropriately collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

3.2 Completer observations, interviews with candidates, principals and faculty, and work samples and candidate lesson plans provide evidence that teacher candidates implement sheltered instruction (SIOP) and differentiate instruction to meet the diverse needs of students. During 5th year, teacher candidates become an integral part of the school where they intern. Teacher candidates participate fully with their cooperating teacher and school faculty make decisions to better meet the diverse needs of students. Teacher candidates write lesson plans that reflect SIOP principles.

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 Knowledge: Understanding of Classroom Motivation and Management Skills		X	
5.2 Performance: Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Observations of completers, interviews with candidates, principals & College of Idaho faculty members (full-time, adjunct, and clinical), and course syllabi provide evidence that candidates understand the importance of teaching and re-teaching classroom expectations.

5.2 Completer observations, interviews with candidates, principals and faculty members and work sample reflections provide evidence that teacher candidates model and teach classroom expectations and utilize appropriate classroom management techniques to build a positive classroom culture. For example, teacher candidate accepted a long-term sub position in a classroom with several students with challenging behavior issues. According to principal, teacher candidate created a behavior plan to help students. When classroom teacher returned, teacher candidate shared her successful behavior plan with classroom teacher. Completers and teacher candidates develop management plans and utilize appropriate positive behavior incentives.

Areas for Improvement: None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: <u>College of Idaho</u> Review Dates: <u>May 8-11, 2011</u>

ENGLISH LANGUAGE ARTS

RUBRICS – Idaho English Language Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles 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 rubric describes 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. Performance indicators provide the lens through 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 Standards for English Language Arts Teachers.

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 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful			X

1.1 Interviews with faculty, candidates, program completers, and cooperating teachers; Praxis II scores; course descriptions and requirements; and English teaching candidates' work samples

provide evidence that teacher candidates demonstrate an adequate knowledge and understanding of literature—including the nature, value, and approaches to a variety of literary texts, print and non-print media—as well as of reading fundamentals (comprehension, vocabulary development, etc.). They also demonstrate adequate understanding of the interrelatedness among the elements of language arts and connections to other disciplines. Candidates demonstrate an adequate knowledge of language study and composing processes.

1.2 Interviews with English language arts teacher candidates, cooperating teachers, and university supervisors; and analyzing candidates' planning documents and student teaching evaluations provide evidence that teacher candidates demonstrate an in-depth ability to locate, evaluate, create, and synthesize teaching resources to develop curriculum materials for their comprehensiveness, accuracy, and usefulness in representing ideas and concepts; use/develop learning activities that are consistent with curriculum goals and professional standards and that progress coherently within the unit of instruction; and use/develop learning activities that accurately reflect 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 Knowledge- Understanding Human Development and Learning		X	
2.2 Performance- Provide Opportunities for Development		Х	

2.1 Interviews with faculty, syllabi review, a class observation, and student work samples provide evidence that teacher candidates demonstrate adequate knowledge of the role of student growth in language acquisition, writing, and in reading development and understanding of literary concepts.

2.2 Reviews of candidates' work samples and student teaching assessments, as well as interviews with candidates, alumni, cooperating teachers, and university supervisors provide evidence that teacher candidates demonstrate an adequate or better ability to use resources and learning activities that support instructional and curriculum goals that reflect awareness of students' various levels of language growth and development.

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 Knowledge- Understanding of multiple learning strategies		Х	
4.2 Performance- Application of multiple learning strategies		Х	

4.1 Interviews with faculty, candidates, program completers, and cooperating teachers; course descriptions and requirements; and English teaching candidates' work samples provide evidence that teacher candidates demonstrate proficient knowledge of a variety of instructional strategies for improving reading comprehension and interpretive/critical thinking, and adequate strategies for promoting growth in student writing.

4.2 Interviews with English language arts teacher candidates, cooperating teachers, and university supervisors; and analyzing candidates' planning documents and student teaching evaluations provide evidence that teacher candidates engage their students using a variety of language arts activities and teaching approaches.

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 Knowledge- Assessment of Student Learning		X	
Element	Unacceptable	Acceptable	Target
8.2 Performance- Using and interpreting program and student assessment strategies		X	

8.1 Interviews with faculty, candidates, program completers, and cooperating teachers; course syllabi; and English teaching candidates' work samples provide evidence that teacher candidates understand formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness.

8.2 Interviews with English language arts teacher candidates, cooperating teachers, and university supervisors; and analyzing candidates' planning documents and student teaching evaluations provide evidence that teacher candidates plan and implement formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness.

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 Knowledge- Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Performance- Developing in the Art and science of Teaching		Х	

9.1 Interviews with faculty, candidates, program completers, and cooperating teachers; course syllabi; and English teaching candidates' work samples provide evidence that teacher candidates display in-depth understanding of reflection, and value the practice of professional reading for professional growth.

9.2 Interviews with English language arts teacher candidates, cooperating teachers, and university supervisors; and analyzing candidates' planning documents and student teaching evaluations provide evidence that teacher candidates adequately demonstrate for students attitudes of enthusiasm and appreciation for literature, writing, language, and print and non-print literacy.

Areas for Improvement: None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

<u>MATH</u>

RUBRICS – Idaho Math Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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The following rubrics are 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 a 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).

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 Knowledge: Subject Matter and Structure of Mathematics			X
1.2 Performance: Making Mathematics Meaningful		X	

1.1 Knowledge Candidate, university supervisor, and cooperating teacher interviews, the course catalog, lesson plans, Praxis II scores, and syllabi analysis indicate that teacher candidates demonstrate in-depth understanding of mathematics, as delineated in the Idaho Standards for Mathematics Teachers. It was noted that there were only two candidates who were interviewed and evaluated in this program neither of which had a separate minor. Therefore their math credit review contained more credits that would be taken if a candidate utilized the PEAK program as written.

1.2 Performance Candidate, university supervisor, and cooperating teacher interviews, and work samples provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences. University supervisor and cooperating teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

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 Knowledge: Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Performance: Application of Multiple Learning Strategies		X	

4.1 Knowledge Lesson plans, syllabi, and interviews with cooperating teachers provides evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

4.2 Performance Interviewing and observing candidates, interviewing cooperating teachers, analyzing lesson plans and work samples provides evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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 Knowledge: Assessment of Student Mathematical Reasoning		X	
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

8.1 Knowledge Candidate and cooperating teacher interviews, candidate lesson plans and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

8.2 Performance Candidate and cooperating teacher interviews, work samples, and use of rubrics provides evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge: Significant Mathematical Connections		X	
11.2 Performance: Application of Mathematical Connections		Х	

11.1 Knowledge Candidate lesson plans, observations and syllabi provides evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

11.2 Performance Observations, evaluation forms, as well as interviews with candidates, university supervisors, and cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Areas for Improvement: None noted.

Recommended Action

 X
 Approved

 Approved Conditionally

 Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

SOCIAL STUDIES

RUBRICS – Idaho Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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 rubrics are 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, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a 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).

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 Knowledge: Subject Matter			X
1.2 Performance: Making Subject Matter Meaningful		X	

1.1 Syllabi, course assignments, course catalog requirements, Praxis II scores and portfolio analysis indicate that the teacher candidates demonstrate broad, in-depth knowledge of the social studies disciplines (i.e., history, economics, geography, and political science) they plan to teach and the relationships between the content and other disciplines; the ways various governments and societies have changed over time; and the impact that cultures, religion, technologies, social

justice, and other factors have on historical processes. Candidates are especially well-prepared in History and Political Science. The History Department is responsible for preparation in geography and the Department of Political Economy is responsible for economics. The curricular change that resulted in the creation of the Political Economy degree enhanced the social studies area. Candidates' interviews and lesson plans indicate an exceptional ability to make connections between disciplines and to bring the knowledge of several disciplines to bear upon complex social problems. Teacher preparation candidates were able to speak with confidence regarding the interconnectedness of the social studies disciplines. Lesson plans demonstrated that same ability.

1.2 The program provides evidence that teacher candidates demonstrate an adequate knowledge of the social studies disciplines (i.e.., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes. Evidence includes teacher candidate lesson plans, work samples, and interviews with recent graduates and candidates. The candidate teaching unit on the Silk Road included elements from History, Economics, Political Science, and Geography.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge- Understanding Human Development and Learning		X	
2.2 Performance- Provide Opportunities for Development		X	

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.

2.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. Evidence includes interviews with candidates, interviews with recent graduates who are current practitioners, and examination of syllabi. The teacher candidate interviews were especially noteworthy in demonstrating that this standard is met.

2.2 The program provides evidence that teacher candidates provide opportunities to support students developmental stages and growth. Evidence includes interviews with candidates,

interviews with recent graduates who are current practitioners, and examination of syllabi. The teacher candidate interviews were especially noteworthy in demonstrating that this standard is met. Having students intern for an entire year provides an opportunity for them to have direct experience with students at different stages of development.

Areas for Improvement: None noted.

 X
 Approved

 ______Approved Conditionally

 _____Not Approved

College/University: College of Idaho

Review Dates: <u>May 8-11, 2011</u>

Idaho Standards for Government and Civics Teachers

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 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Candidate portfolios, lesson plans, Praxis II scores; as well as, interviews with candidates, and completers who are currently teaching, and course syllabi all provide evidence that teacher candidates demonstrate adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

1.2 Interviews with faculty members, completers who are current practitioners, candidate lesson plans, and student work products indicate that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Areas for Improvement: None noted

Recommended Action

<u>X</u> Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

Idaho Standards for History Teachers

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 Knowledge- Understanding Subject Matter			X
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 The program provides evidence that teacher candidates demonstrate in-depth content understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history. Interviews with faculty and a close examination of syllabi indicate that the curriculum is especially attentive to providing students with an understanding of historical themes. Interviews with candidates and recent graduates, Praxis II scores, and candidate portfolios confirm the high caliber of the disciplinary knowledge. The program is especially strong on methodology. College of Idaho faculty model the critical use of primary sources and this is reflected in candidates' lesson plans and portfolios.

1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time. Interviews with candidates and with recent graduates who are now practitioners provide evidence. Candidate lesson plans, portfolios of both candidates and completers, and student work products provide additional evidence. Cooperating teacher interviewed spoke highly of interns.

Areas for Improvement: None noted.

Recommended Action

 X
 Approved

 ______Approved Conditionally

 ______Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

SCIENCES

RUBRICS – Idaho Foundation Standards for Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles 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, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a 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).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

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 Knowledge- Subject Matter and Structure of Science			Х

1.2 Performance-		
Making Science	Χ	
Meaningful		

1.1 Praxis II scores, student GPA, poster presentations, completion of research projects in content areas and teacher portfolios provide evidence that teacher candidates demonstrate an indepth understanding of science and the nature of scientific knowledge, and an indepth understanding of how to make connections between their science and other disciplines and to engage students in the process of science.

1.2 Portfolios, completer interviews, work samples and lesson plans provide 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.

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 Knowledge- Understanding		X	
Human Development and			
Learning 2.2 Performance-		v	
Provide Opportunities for Development		X	

2.1 Written thesis, research reports, candidate portfolios and interviews, course syllabi and completer interviews provide 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.

2.2 Completer interviews, teaching supervisor logs, portfolios and sample work provide evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

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 Knowledge- Understanding Multiple Learning Strategies			X
4.2 Performance- Application of Multiple Learning Strategies		X	

4.1 Candidate work samples, portfolios, poster presentations and completer interviews, provide evidence that teacher candidates demonstrate an in-depth understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

4.2 Poster presentations, laboratory activities, classroom observation report forms and candidate interviews provide 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 students' critical thinking, problem solving, and performance skills.

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 Knowledge- Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Interviews with faculty, course syllabi, assessment tools, capstone coursework, poster presentations and professional publication provide 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).

6.2 Faculty and supervisor interviews, visitation logs, student work, completer interviews and candidate portfolios provide 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 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	

9.1 Course syllabi, faculty interviews, poster presentations, sample work, thesis work and the reflective components of candidate portfolios provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

9.2 Completer and candidate thesis and research work, poster presentations and completer interviews provide 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.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge-Creating a Safe Learning Environment		Х	

11.1 Interviews with completers, submitted lesson plans and course syllabi provide 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	Target
12.1 Knowledge- Understanding of Laboratory and Field Experiences		X	
12.2 Performance- Effective Use of Laboratory and Field Experiences		Х	

12.1 Faculty interviews, course syllabi, lab tours and assessment tools provide evidence that teacher candidates demonstrate an adequate knowledge to prioritize and determine the key laboratory and field activities in the learning of science.

12.2 Teacher portfolios, course syllabi and faculty interviews provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Areas for Improvement: None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

Idaho Standards for Biology Teachers

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 Knowledge- Subject Matter and Structure of Biology			X
1.2 Performance- Making Biology Meaningful		Х	

1.1 Faculty interviews, poster presentations, Praxis II scores, completer transcripts, research activity and work samples provide evidence that teacher candidates demonstrate an in-depth understanding of biology content and the nature of biological knowledge. These artifacts also provide evidence that teacher candidates make connections between biology and other disciplines.

1.2 Lesson plans, university supervisor reviews, candidate and completer interviews provide 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 instruction. **Areas for Improvement:** None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: <u>May 8-11, 2011</u>

Idaho Standards for Chemistry Teachers

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 Knowledge of Subject Matter and Structure of Chemistry		X	
1.2 Performance- Making Chemistry Meaningful	Х		

1.1 Content curriculum, course syllabi and faculty interviews and transcript analysis provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

1.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central 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. There are no recent examples of candidates or completers who received their education in chemistry at C of I.

<u>Areas for Improvement</u>: It was noted that lack of evidence to allow a recommendation of approval for this specific program was due to a lack of candidates or completers who had attained their chemistry expertise at the College of Idaho. Therefore a recommendation of approved conditionally was made.

Recommended Action

Approved X Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

Idaho Standards for Physics Teachers

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 Knowledge- Subject Matter and Structure of Physics		X	
1.2 Performance- Making Physics Meaningful	X		

1.1 Content curriculum, student transcripts and GPA, poster presentations, faculty interviews and completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

1.2 The program provides little or no evidence that teacher candidates demonstrate 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. The completers/candidates who were identified were working in areas other than physics (two in astronomy/math and a third in math) therefore could not be observed making physics meaningful, and only one example of a physics lesson plan was provided in the given candidate/completer portfolios.

<u>Areas for Improvement:</u> It was noted that lack of evidence to allow a recommendation of approval for this specific program was due to a lack of candidates or completers in the physics area who were teaching in this field. Therefore the examiner could not observe or interview anyone with knowledge of how candidates make physics matter meaningful. Candidates submit portfolios with examples of their work. However, submitted portfolios only included one complete lesson utilizing physics as a topic of the lesson. It was not felt that one lesson could be utilized to determine the effectiveness on an entire program for making physics meaningful. Therefore a recommendation of approved conditionally was made.

Recommended Action

Approved
X Approved Conditionally
Not Approved

College/University: <u>College of Idaho</u> Review Dates: <u>May 8-11, 2011</u>

FOREIGN LANGUAGE

RUBRICS – Idaho Foreign Language Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles 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 rubric describes 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. Performance indicators provide the lens through 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 Standards for Foreign Language Teachers.

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 Knowledge- Understanding Subject Matter		X	
Element	Unacceptable	Acceptable	Target
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate adequate knowledge and understanding of teaching methods for second or foreign language learners in alignment with the ACTFL, TESOL, and the Idaho State Department of Education Foreign Language Standards.

1.2 Observing SLA teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect foreign language content.

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 Knowledge- Understanding Human Development and Learning		X	
2.2 Performance- Provide Opportunities for Development		X	

2.1 Interviews with cooperating teachers, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate adequate knowledge and understanding of second language acquisition, including theories and practices in second/foreign language teaching and learning.

2.2 Observing SLA teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect second language acquisition content.

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 Knowledge- Understanding of Individual Learning Needs		X	
3.2 Performance- Accommodating Individual Learning Needs		X	

3.1 Interviews with cooperating teachers, and alumni, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate adequate knowledge and understanding of second language acquisition, including understanding how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

3.2 Observing SLA teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect SLA content.

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 Knowledge- Understanding of multiple learning strategies		X	
4.2 Performance- Application of multiple learning strategies		Х	

4.1 Interviews with cooperating teachers and alums, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate adequate

knowledge and understanding of SLA, to enhance students' understanding of the target language and culture.

4.2 Observing SLA teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and develop students' critical thinking, problem solving, and performance skills.

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 Knowledge- Assessment of Student Learning		X	
8.2 Performance- Using and interpreting program and student assessment strategies		X	

8.1 Interviews with cooperating teachers and alumni, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate understanding of the ACTFL Proficiency Guidelines for all skills in SLA.

8.2 Observation of SLA teacher candidates, candidate lesson plans, and interviews with university supervisors and alumni provide evidence that teacher candidates employ a variety of ways of assessing the five language skill areas and cultural understanding. The teacher candidates construct and use a variety of formal and informal assessment techniques to enhance knowledge of individual students, evaluate student performance in progress, and modify teaching and learning strategies.

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 Knowledge- Interacting with Colleagues, Parents, and Community in Partnership		X	
10.2 Performance- Utilization of community resources.		X	

10.1 Cooperating teacher and alumni interviews, Praxis II scores, candidate files and transcripts, and work samples provide evidence that SLA teacher candidates demonstrate adequate knowledge and understanding of the target language, including knowledge about career and other opportunities available to students proficient in a foreign language.

10.2 Observing SLA teacher candidates, portfolios, candidate lesson plans, and interviews with cooperating teachers and alumni provide evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language and cultural enrichment.

Areas for Improvement: None noted.

 Recommended Action

 X
 Approved

 ______Approved Conditionally

 ______Not Approved

College/University: <u>College of Idaho</u> Review Dates: <u>May 8-11, 2011</u>

VISUAL & PERFORMING ARTS

RUBRICS – Idaho Visual/Performing Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/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 rubric describes 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. Performance indicators provide the lens through 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 Standards for Visual/Performing Arts Teachers.

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 Knowledge: Understanding Subject Matter		X	
1.2 Performance: Making Subject Matter Meaningful		Х	

1.1 Interviews with faculty and completers, syllabi analysis, student work samples, portfolios, and examples of completed student work provides evidence that candidates understand_historical, critical, performance, and aesthetic concepts. Candidates understand the relationships between the arts and how the arts enhance a comprehensive curriculum.

1.2 Observation of portfolios, lesson plans, student work samples/artifacts in portfolios, viewing of student art work and explanation of displays as well as interviews provides evidence that candidates demonstrate an ability to help students create, understand, interpret, critique and become involved in a broad range of arts genres as relevant to the students' interests and experiences. Candidates encourage a variety of perspectives and viewpoints related to the arts. Candidates demonstrate proficiency in their art discipline.

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 Classroom Motivation and Management Skills		Х	

4.1 Interviews with faculty and completers, completer portfolios, lesson plans and student work samples in completer portfolios provides evidence that teacher candidates demonstrate adequate knowledge of how to integrate kinesthetic learning into arts instruction.

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		Х	
6.2 Application of Thinking and Communication Skills		Х	

6.1 Interviews with faculty and candidates, completer portfolios, syllabi, student work samples provides evidence that teacher candidates demonstrate adequate knowledge of multiple communication techniques.

6.2 Interviews with faculty, completer and candidates, completer portfolios, syllabi, student work samples Interviews with faculty and candidates, completer portfolios, syllabi, student work samples.

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 Knowledge: Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Performance: Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Portfolios, candidate and faculty interviews, as well as syllabi analysis and Praxis II scores indicate that candidates understand the state standards for the arts discipline being taught, how to apply those standards in instructional planning; and the sequential, holistic, and cumulative nature of artistic processes

7.2 Portfolios, observations of candidates and candidates' art work and performances, and candidate and faculty interviews indicate that candidates incorporate state standards for the arts discipline in their instructional planning and understand the sequential, holistic, and cumulative nature of artistic processes.

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 Knowledge: Assessment of Student Learning		X	
8.2 Performance: Using and interpreting program and student assessment strategies		X	

8.1 Syllabi, course catalog requirements, and interviews with candidates, completers, and faculty indicate that that candidates understand assessment strategies specific to the creative process, the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts, and that arts assessments enhance evaluation and student performance across a comprehensive curriculum.

8.2 Observations of candidates and candidates' work, portfolio analysis, and interviews with faculty, candidates, and completers indicate that candidates use assessment strategies specific to the creative process, provide appropriate opportunities for students to demonstrate what they know and can do in the arts, and communicate that arts assessments enhance evaluation and student performance across a comprehensive curriculum.

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 Knowledge: Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Performance: Developing in the Art and Science of Teaching		X	

9.1 Syllabi, course catalog requirements, and interviews indicate that candidates understand the importance of continued professional growth in their discipline.

9.2 Course assignments, interviews with candidates, completers, and faculty, and observations indicate that candidates demonstrate an ability to contribute to their discipline.

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 Knowledge: Interacting in with Colleagues, Parents, and Community in Partnerships		X	
10.2 Performance: Interacting with Colleagues, Parents, and Community in Partnerships		X	

10.1 Syllabi, course catalog requirements, and interviews with faculty indicate that candidates understand how to articulate and promote the arts for the enhancement of the school and the community.

10.2 Portfolios, candidate interviews and observations, as well as candidate artwork and musical performances indicate that candidates demonstrate an ability to articulate and promote the arts for the enhancement of the school and the community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11. Knowledge: Safe learning environment		X	
11.2 Performance: Safe Learning Environment		X	

11.1 Syllabi, course catalog requirements, interviews with faculty and candidates as well as tours of art studio and drama workshop indicate that candidates understand procedures essential to safe arts activities. Candidates understand how to manage the simultaneous daily activities of the arts classroom, and how to operate and manage artistic presentation technology safely.

11.2 Portfolio work, lesson plans, interviews with candidates, completers, and faculty indicate that candidates demonstrate an ability to instruct students in procedures that are essential to safe arts activities. Candidates manage the simultaneous daily activities of the arts classroom, and operate and manage artistic presentation technology safely.

Areas for Improvement: None noted.

Recommended Action

<u>X</u> Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

DRAMA

RUBRICS – Idaho Standards for Drama Teacher

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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 rubrics are 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 a 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).

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 Knowledge Understanding Subject Matter		X	
1.2 Performance Making Subject Matter Meaningful		X	

1.1 Portfolios, syllabi, work samples in completer portfolios, interviews with faculty and completers provides evidence that teacher completer demonstrate an adequate understanding of

the history of theater as a form of entertainment and as a societal influence; the basic theories and process of play writing and production; the history and process of acting; and the elements and purpose of design. Since there are not any current candidates in the program I was only able to observe completer work and interview completers.

1.2 Interviews with faculty and a completer, syllabi, observation of portfolios, lesson plans, student work samples and artifacts in portfolios provides evidence that teacher candidates demonstrate an adequate ability to incorporate various styles of acting and production techniques to communicate the ideas of actors, playwrights, and directors; model and teach the values and ethical principles associated with the performing arts; and support individual interpretation of character, design, and other elements inherent to theater.

Areas for Improvement: None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

VISUAL ARTS

RUBRICS – Idaho Visual/Performing Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/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 rubric describes 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. Performance indicators provide the lens through 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 Standards for Visual/Performing Arts Teachers.

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 student.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		Х	
1.2 Making Subject Matter Meaningful		Х	

1.1 Interviews with faculty, syllabi, checking student files, perusing student work samples, and viewing of student art work and explanation of displays at the Senior Art Exhibit provides evidence that the teacher candidates demonstrate an adequate understanding of formal, and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple art forms; and the historical and contemporary meanings of visual culture. Each display at the Senior Art Exhibit was of a personal preference of the artist and displayed a particular theme and style of Art.

1.2 Observing completers portfolios, lesson plans, student work samples in portfolios, and interviews with completers provides evidence that the teacher candidates apply adequate

knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture.

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 Classroom Motivation and Management Skills		X	

4.1 Observing completers portfolios, perusal of sample student work, lesson plans and artifacts in said portfolios provides evidence that the teacher candidates have an adequate knowledge of how to create an instructional environment that is physically, emotionally and intellectually safe.

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		Х	

9.1 Interviews with faculty, student work samples, syllabi, Senior Art Exhibit and student explanation of said exhibit provides evidence that teacher candidates have an adequate knowledge of how to express his/her own feelings and values through the meaningful creation of his/her own artwork.

9.2 Completers portfolios, artifacts, syllabi, student work samples of week by week break down of the creation process of art work, Senior Art Exhibit and explanation of displays provides evidence that teacher candidates demonstrate adequate studio skills and an adequate understanding of their own art making processes.

Areas for Improvement: None noted.

Recommended Action

X Approved Approved Conditionally Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

MUSIC

RUBRICS – Idaho Music Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs and state teaching certification. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval. The standards delineate the performances that must be demonstrated by individuals seeking state teaching certification.

The following rubric presents a model for evaluating the extent to which teacher preparation programs assess candidate performance relative to the standards and 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 rubric describes 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. Performance indicators provide the lens through which the State Program Approval Team judges the institution's evidence that candidates meet the Idaho standards.

In addition, the institution is expected to provide information about program course work, clinical experiences, and assessments. Possible documentation includes evidence relative to NCATE Standards 2 and 3.

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 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 College catalog and syllabi, and interviews indicate that teacher candidates demonstrate adequate understanding of how to improvise, compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist. Music teachers must first be competent musicians. Skills learned in the college applied studio, rehearsal hall, and college theory and history classrooms contribute to comprehensive musical understanding that contributes to success in the K-12 music classroom. The College of Idaho music program is grounded in the conservatory model.

1.2 Portfolios, interviews with candidates and faculty, Praxis II scores, as well as class observations provide evidence that candidates demonstrate an adequate ability to compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist. Three excerpts from student compositions demonstrated basic composition skills across three different genres. There was no evidence of candidates demonstrating improvisational skills.

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	

7.1 Candidate observation data, syllabi, faculty interviews, and Praxis II scores indicate that teacher candidates demonstrate adequate knowledge of how to design a variety of musical learning opportunities for students in addition to traditional performance groups.

Student observation data reflect a student teacher prepared to teach music in a very creative manner, taking advantage of the unique acoustical properties inherent in the performance venue. Student teacher planning is clearly evident. Music candidates also need to be able to write standards-based lesson plans that include measurable musical objectives. Syllabi evidence that candidates are learning about comprehensive musicianship through the state and national music

standards. Unit plans incorporating the non-performance standards (history, culture, theory, composition, improvisation) and demonstrating outstanding planning skills, including implementing both state and national standards as well as differentiating instruction for students with special needs were observed.

7.2 Observation data, Praxis II scores, and course requirements indicate that candidates demonstrate an adequate ability to discriminate aural perception of musical events. A candidate must be able to hear and detect common performance problems. The most authentic evidence of meeting this standard comes from teacher observations. The College of Idaho provided observation data from two candidates demonstrating acceptable error detection skills.

Areas for Improvement: None noted.

 X
 Approved

 ______Approved Conditionally

 _____Not Approved

College/University: College of Idaho

Review Dates: May 8-11, 2011

Physical Education

RUBRICS – Idaho Standards for Physical Education Teachers

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/principles 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 rubric describes 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. Performance indicators provide the lens through 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 enhancement/content areas).

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 Knowledge- Understanding Subject Matter			Х
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, faculty, and candidates, Praxis II scores, candidates' GPA, coursework, and student work samples provide evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to a healthy lifestyle.

1.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences demonstrate the ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practices, and accurately reflect content in Physical Education. For example, in physical education lessons taught at the 4th-grade level, completers and teacher candidates incorporate vocabulary, spelling, and literacy.

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
2.2 Provide Opportunities		V	
for Development		Δ	

2.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate the ability to assess students' physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health. For example, teacher candidates and completers make appropriate adaptations to meet the needs of children with physical challenges. Also, teacher candidates and completers provide students with choices so that they have greater opportunities for success and involvement.

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
3.2 Accommodating Individual Learning Needs		X	

3.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate the ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

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	

5.1 Interviews with cooperating teachers, College of Idaho faculty, and teacher candidates, Praxis II scores, students' GPA, coursework, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

5.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate the ability to manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity. For example, teacher candidates organize class time so that students rotate to different workout stations after an appropriate amount of time. Also, teacher candidates and completers organize activities so that students work in small groups or pairs.

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			Х

7.1 Interviews with cooperating teachers, College of Idaho faculty, and teacher candidates, Praxis II scores, students' GPA, coursework, and student work samples provide evidence that teacher candidates demonstrate strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

7.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum. For example, teacher candidate use learning stations and rotations during class period in order to provide a variety of activities to keep students engaged. Rather than teaching a 4-week long unit on one sport, teacher candidates add variety by having a different focus each day that builds the skills in a particular sport or activity. Teacher candidates and completers worked with administrators on PEP grant to encourage physical activity and healthy lifestyles.

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	

8.1 Interviews with cooperating teachers, College of Idaho faculty, and teacher candidates, Praxis II scores, students' GPA, coursework, and student work samples provide evidence that teacher candidates understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

8.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that candidates utilize the ability to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.)

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	

11.1 Interviews with cooperating teachers, College of Idaho faculty, and teacher candidates, Praxis II scores, students' GPA, coursework, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

11.2 Completer observations, interviews with faculty, principals and candidates, and lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities. For example, teacher candidates consider the personal needs of students who participate in strength training classes and varsity sports. Also, teacher candidates and completers review safety procedures before an activity and lead students in proper warm-up and stretch routines.

Areas for Improvement: None noted.

 X
 Approved

 ______Approved Conditionally
 ______Not Approved

INTERVIEW INDEX

Faculty	Program Candidates	Program Completers/ Alumni
Curt Griffiths	Alicia Cabrera	Alex O'Brien
Dali Islam	Alyssa Albertson	Alphonsina Thomas
Deb Yates	Britney Barton	Amy Vassar
Dennis Cartwright	Cory Kniep	Becky Anderson
Don Burwell	Danna Byers	Christy Morford
Ellen Batt	Diana Rivera	Emily White
Garth Claassen	Ellen Montoya	Emma Nagashima
Jasper Licalzi	Amaia Enrico	Jamie Bird
Jeff Snyder-Reinke	Hayden Jared	Jennifer Johnson
Jill Haunold	Jenna Volgamore	Jocelyn Michalak
Joe Golden	Kaitlin Vasil	Johnna Hammond
Mark Lotspeich	Karissa Tatom	Jon Moreno Ramirez
Mike Hartwell	Kimberly Clements	Rachelle Ayers
Patti Copple	Lauren Winterholler	Richard Zuercher
Paul Moulton	Nicole Van Horn	Ruth Peterson
Robin Cruz	Sara Cronin	Sara Kunz
Stephen M. Fisher	Seth Watson	Tabitha Miller
Steve Maughan		

INTERVIEW INDEX

Administration	Cooperating Teachers	TEAC
Dennis Cartwright	Beth Espinoza	Abbey Griffitts
Marvin Henberg	Debbie Watkins	Deb Maughan
	Elsje Taggart	Jay Hummel
	Erin Gerry	Jesus de Leon
	Greg Alexander	John Beckwith
	Jennifer Johnson	John Thuerer
	Jennifer Warwick	Lauren Winterholler
	Jeny Culp	Linda Batie
	Michelle Bonneau	Robin Gilbert
	Mike McNabb	
	Monica White	
	Patti Free	
	Sharlea Alsager	
	Terry Elordi	

DOCUMENTS REVIEWED

Institutional Report Syllabi Work Samples Action Research Projects Course Textbooks Portfolios Intern Evaluations Transcripts Course Blogs Masters Thesis Course Assignments Art work Documents linked within the Institutional Report

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SUBJECT

George Fox University, Idaho Campus – Elementary Education Undergraduate Degree Completion Program

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

George Fox University's goal as an Elementary Education Department has been to offer programs that prepare teachers who think critically, transform practice and promote justice. George Fox University already has an Idaho approved Master of Arts in Teaching (MAT) teacher preparation program. By offering the Degree Completion program they have made their traditional teacher education program available to teaching assistants and others who wish to attain Idaho Certification. GFU will be able to do this more readily in a program that offers classes at night and on weekends. They have reconfigured the courses to move the program from a 6-semester program to a 5-semester program. The students will be able to take up to 12 credits per semester, thus allowing them to qualify for fulltime student financial aid and Pell grants without taking "filler courses" to qualify for grants that require full time enrollment.

IMPACT

In order to produce graduates eligible for Idaho teacher certification, George Fox University must offer an Elementary Education program aligned to State Standards.

ATTACHMENTS

Attachment 1 – GFU Elementary Education Degree Completion Matrix Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Elementary Education Undergraduate Degree Completion program at George Fox University, Idaho campus, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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CONSENT AGENDA -- AUGUST 11, 2011 Standards Alignment and Performance Assessment George Fox University Elementary UG Program

<u>Framework 1</u>	for Teaching Domain #1: P	lanning and Preparat	<u>ion</u>
*Demonstrating knowledge of content and * Demonstrating knowledge of students *Selecting instructional goals *Demonstrating knowledge of resources *Designing coherent instruction *Assessing student learning	l pedagogy		Γ
Idaho Content Area Standards Elementary Education	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies	Artifacts & Performance Assessments
#1: Knowledge of Subject Matter The teacher understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	ELED 375b/475 Part time and Full time practicum ELED 383 Elementary Science Methods ELED 380 Social Studies Methods ELED 313 Mathematics Methods' ELED 401 Language Arts and Children's Literature ELED 373 Fine Arts for the	The candidate knows and is able to: Collaborate with CT and others to develop, teach and evaluate instruction based on Idaho Content Area standards, district objectives and demonstrate learning for all students regardless of their exceptionality, cultural, social or linguistic differences. Align science lessons to district, state and national	 Teacher Work Sample ELED 375b/475 Mid-Semester Progress Report TASKSTREAM 1st and 2nd Authorization student teaching reports ELED 375b/475 Successful passing score on Idaho

ELED 402 Literacy Methods ELED 322 Early Childhood	Catalog a variety of resources for developing science lessons	 ELED 380 Resource book and science journal ELED 383
Methods ELED 370 Curriculum &	Understand and explain the nature and purpose of	 Portfolio journal reflections ELED
Instruction ELED 334 Health and PE Methods	social studies in the early childhood/elementary classroom.	380
	Construct a deep, flexible understanding of mathematics content, mathematics habits of mind and mathematics pedagogy.	 Expert Group Project, Connecting to the Field Project. ELED 313
	Identify broad ranges of children's literature across a variety of genres and critically evaluate both text and illustration.	 Book Critiques ELED 401
	Develop working knowledge of the basic fundamentals of the arts as academic disciplines	 Demonstrations and Project Work ELED 373
	Plan for instruction that takes into consideration a wide variety of content and strategies, national and state standards, current best practices and the needs of the student.	
	Know and understand young children's characteristics and	Literature Circle

	CONSENT AGENDA A0003		
		needs.	
		Think critically to design a unit of instruction with special attention paid to the formulation of instructional objectives, instructional strategies, and assessment of student learning.	 Multiple Intelligences Presentation ELED 370
		Demonstrate a mastery of applying professional health and physical education terminology.	 PE Teacher Observations and Interview ELED 334 Motivational Paper ELED 334
	ELED 375b/475	The candidate knows and	
#2: Knowledge of Human Development and Learning	Part time and Full time practicum	is able to:	
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.	ELED 341 Learning Theory ELED 423 Christian Faith and Thought	Collaborate with CT and others to develop, teach and evaluate instruction based on Idaho Content Area standards, district objectives and	 Teacher Work Sample ELED 375b/475 Mid-Semester
	ELED 402 Literacy Methods	demonstrate learning for	Progress Report
	ELED 322 Early Childhood Methods	all students regardless of their exceptionality, cultural, social or linguistic differences.	 TASKSTREAM 1st and 2nd Authorization
	ELED 334 Health and PE Methods ELED 321 Early Childhood Education	Establish basic critical literacy in a broad foundation of learning	student teaching reports ELED 375b/475
		theories by showing how	

	each views knowledge, the learner, the role of the teacher and school and how each describes the learning process.	
	Understand how the various learning theories are powerful with regard to being a culturally proficient educator, effectively teaching learners at different stages of development and from differing cultural and linguistic backgrounds.	 Course content matrix. ELED 341
	Discover how worldviews have molded society's thinking about faith over the centuries through reading, discussion, and class activities designed to reveal and categorize worldview assumptions.	 Response Paper ELED 423
	Communicate the underlying conceptual frameworks of the various language learning theories within the history of literacy instruction	 Literacy Plan ELED 402
	To select appropriate materials for children primary through grade 8 that lead to student learning growth for all students.	

	CONSENT AGENDA - AUGUS		
		Know and understand young children's characteristics and needs.	Literacy Circle
		Plan for age-appropriate physical activities that correspond with gross and fine motor skill development for a K-8 PE program.	 Scope, Sequence and Balance Unit Outline ELED 334
		Demonstrate understanding of child development by describing major theories and how an understanding of child development helps in identifying children with special needs.	 Developmental Timeline and Philosophy Paper ELED 321
#7: Instructional Planning Skills	ELED 375b/475 Part time and Full time practicum	The candidate knows and is able to:	
The teacher plans and prepares instruction based on knowledge of subject matter, student, the community, curriculum goals, and instructional strategies.	ELED 375a Classroom Management	Use time effectively, including transitions and motivating students	 Mid semester progress reports ELED 375b/475
	ELED 383 Elementary Science Methods ELED 380 Social Studies Methods	Analyze the research and studies conducted on classroom management	 Part time and Full time practicum summary teaching
	ELED 313 Mathematics Methods	to determine the teacher's impact on	reports. ELED 375b/475

	,		
	student achievement.		
ELED 401 Language Arts and		•	Presentation of
Children's Literature	Adapt science lessons for		material synthesized
	different ages and ability		in instruction
ELED 373 Fine Arts for the	levels.		management and
Elementary Teacher			reflection. ELED
	Discuss, critique and		375a
ELED 402 Literacy Methods	practice teaching		
	methods that promote	•	Group unit of
ELED 322 Early Childhood	inquiry in the elementary		instructions with 5
Methods	classroom.		complete science
			lessons ELED 383
ELED 370 Curriculum and	Understand and		
Instruction	demonstrate the ability to	•	Integrated group
	create an integrated unit		unit overview and
ELED 334 Health and PE Methods	for teaching concepts in		individual lesson
	early		plan presentation.
ELED 321 Early Childhood	childhood/elementary		ELED 380
Education	social studies.		
ELED 342 Inclusion	Develop productive	•	Field Experience
	attitudes about		ELED 313
	mathematics through		
	confronting mathematical		
	situations and		
	considering implications		
	for the classroom.		
	Discern the quality of		
	learning opportunities for		
	students when given a		
	particular task, activity,		
	and make adaptations to		
	assure quality.		
	Use resources to find	•	Book Critiques
	children's books		ELED 401
	appropriate to all areas of		
	the curriculum		

	Foster creativity, self- sufficiency and independence for all children in the arts through use of best practice and differentiation	 Small Group Work, Demonstrations and Journals ELED 373
	Integrate national/state standards of arts education into early childhood curriculum planning	 Literacy Plan and Competencies ELED 402
	Create lessons, presentations and written work that demonstrate an application of correct grammar, punctuation and spelling.	 Lesson and Unit Plans in reading and writing ELED 402
	Based on data collected, develop a week of projected curriculum.	 Mini Work Sample ELED 322
	Explore methods of planning for and delivering instruction	 Mini lesson ELED 370
	Explore strategies and purposes for assessment of student work that transform practice	 Teacher Work Sample Chapter 4 ELED 370
	Demonstrate an understanding of the National and State health standards.	 Developing and teaching a health lesson from one of the standards ELED 334
	Planning a classroom	

	environment and selecting instructional materials that reflect program goals and objectives that are appropriate for a given group of students.	 Philosophy Paper, Environmental Plan, Chapter Journaling ELED 321
	Analyze and evaluate instructional practices involving diverse students.	Online forum discussions ELED 342

Framework for Teaching Domain #2: The Classroom Environment

 Creating an environment of Establishing a culture for le Managing classroom proce Managing student behavior Organizing physical space 	arning dures		
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies	Artifacts & Performance Assessments
#5: Classroom Motivation and Management Skills The teacher uses an understanding of individual and group motivation	ELED 375a Classroom Management ELED 375b/475 Part time and Full time practicum	The candidate knows and is able to: Analyze the research and studies conducted on classroom management to	 *Weekly online reflections.
and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.	ELED 490 Capstone	determine the teacher's impact on student achievement.	ELED 490
	ELED 321 Early Childhood Education	Compile classroom rules and regulations from the course reading and the student teaching practicum experience for effective	 *Work sample lesson plans and standards alignment. ELED 375b/475
		classroom management when teaching the work sample.	 *Synthesis paper based upon classroom management readings. ELED 375a
		Identify teacher-student relationship strategies that are critical to the success of classroom rules and procedures. And disciplinary interventions.	 *Classroom management plans for the start of a new school year. ELED 375a
		Identify effective strategies	 *Mid-Semester evaluation ELED 375b/475

	AUGUST 11, 2011	
	for starting the school years. Identify and use organizational structures for student seating, student materials and assignments, grade recording, and other classroom organization processes.	 Full time practicum student teaching summary report. ELED 490 Work Sample – ELED 375b/475
	Apply classroom management structure in classroom setting.	
	Demonstrate courteous communication with students, parents and school personnel.	 Videotape reflections ELED 490
	Explore ideas of discipline and guidance, evaluating behavior management systems and describing proactive strategies for managing behavior and teaching skills of independence.	 Philosophy Paper, Skill o Independence Lesson, and Chapter Journaling ELED 321

Framework for Teaching Domain #3: Instruction and Assessment

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness
- Using assessment to inform instruction and improve student achievement

Idaho Content Area Standards	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies	Artifacts & Performance Assessments
	•	The candidate knows and is	
#3: Adapting Instruction for Individual Needs	ELED 375b/475 Part time and Full time practicum	able to:	
		Apply concepts and	 Mid-semester progress
The teacher understands how students differ in their approaches	ELED 341 Learning Theory	methods, such as cooperative learning, in	report ELED 375b/475
to learning and creates instructional opportunities that are adapted to	ELED 380 Social Studies	classroom settings and	Part time and Full time
diverse learners.	Methods	differentiating instruction to meet the needs of all	practicum summary teaching reports.
	ELED 313 Mathematics Methods	learners	ELED 375b/475
		Understand how the learning	Learning Theory
	ELED 423 Christian Faith	theories studied affect the	Philosophy Paper
	and Thought	individual classroom practice	ELED 341
		as well as the larger	
	ELED 401 Language Arts and Children's Literature	community and society.	
		Apply knowledge of state	
	ELED 373 Fine Arts for the	and national social studies	
	Elementary Teacher	standards in the	
		development of new	
	ELED 402 Literacy Methods	instructional materials and	
		lesson plans.	
	ELED 370 Curriculum and		
	Instruction	Explore culture in	Journal reflections
		relationship to social studies.	about culture in social

	,,	
ELED 321 Early Childhood		studies ELED 380
Education	Understand the importance	
	of sensitivity to individual	 Unit overview and
ELED 342 Inclusion	differences among learners	lesson plan strategies
	combined with high	for differentiation and
	expectations for all learners	expectations for all
		learners. ELED 380
	Design mathematics	
	pedagogy that focuses on	 Presentation and
	exploration of important	notes about the ten
	ideas while challenging and	thematic strands and
	supporting all students to	the Idaho standards
	learn them well and to	using the "3-D review"
	orchestrate productive	Define, Defend and
	discourse and honor	Deliver ELED 380
	students gender, race,	
	ethnicity, socio-economic	 Expert Group Project,
	background, language	Connecting to the
	learning challenges and	Field Project ELED
	learning styles.	313
	Cultivate a teaching and	 Journal Entries ELED
	learning style that assures	423
	equal access to information,	
	expects shared voice and	
	respects the potential for ALL	
	students within the	
	classroom community.	
	Study the major periods of	
	Christian history, and	
	examine the prevailing	
	climate of the Christian	
	church during those periods.	
	Communicate how oral	 Resource Collection
	language participation	ELED 401
	structures are used in	
	different cultural settings.	

	A00001 11, 2011	
	Foster creativity, self- sufficiency and independence for all children in the arts through use of best practice and differentiation	 Discussion and Journals ELED 373 Reading and Writing
	Use a variety of assessment tools to place students on a developmental continuum,	Assessment of a Child ELED 402
	plan and differentiate future instruction, identify their abilities as readers and writers and respect the diversity of each child.	 Resource Materials Collection I ELED 402
	Explore ways in which we are diverse: individual characteristics of the learner, poverty and homelessness.	 Teacher Work Sample ELED 370
	Planning a classroom environment and selecting instructional materials including adaptations for special needs children while demonstrating respect for cultural differences in the classroom.	 Philosophy Paper, Environmental Plan, Chapter Journaling ELED 321
	Identify and plan instructional strategies that will meet the needs of their exceptional students.	 Final Synthesis Project ELED 342

#4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

	CONSENTAGENDA	AUGUST 11, 2011	
	ELED 375b/475 Part time and Full time practicum	The candidate knows and is able to:	
d uses tegies	ELED 383 Elementary Science Methods	Apply concepts and methods, such as cooperative learning, in	Mid-semester progress report ELED 375b/475
ng, nance	ELED 380 Social Studies Methods	classroom settings and differentiating instruction to meet the needs of all learners	 Part time and Full time practicum summary teaching reports. ELED 375b/475
	ELED 313 Mathematics Methods	Develop the ability to extend student understanding of	 Presentation of scientific method
	ELED 401 Language Arts and Children's Literature	science through questioning and responding.	including poster board presentation ELED 383
	ELED 402 Literacy Methods ELED 322 Early Childhood Methods	Develop strategies to assess, manage, and integrate science into the classroom.	
	ELED 370 Curriculum & Instruction ELED 334 Health and PE	Participate in selecting "best practice" teaching strategies, activities and instructional resources for teaching social	Group unit of instructions with 5 complete science lessons ELED 383
	Methods	studies.	Presentation of best practice strategies incorrected into unit
		Explore and evaluate philosophies, methods, and structures for teaching mathematics that reflect research-based best practice and state and national	incorporated into unit overview and individual lesson plan. ELED 380
		standards.	 Reading Responses, Critical Analyses ELED
		Understand the relationships among all of the communication processes: listening and speaking and develop strategies to	313
		among all of the communication processes:	

CONSENT AGENDA AUGUST 11, 2011				
		promote pupil fluency, clarity and creativity in oral language related to national and state standards.	Oral Language Paper ELED 401	
		Use a variety of assessment tools to place students on a developmental continuum, plan and differentiate future instruction, identify their abilities as readers and writers and respect the diversity of each child.	 Best Practices Portfolio ELED 402 	
		Based on data collected, develop a week of projected curriculum.	 Mini Work Sample ELED 322 	
		Think critically to design a unit of instruction with special attention paid to the formulation of instructional objectives, instructional strategies, and assessment of student learning.	 Sample Teacher Work Sample 5 lessons ELED 370 	
		Explore methods of planning for and delivering instruction	 Presentation of Learning Center ELED 370 	
		Explore methods to incorporate kinesthetic movements into core subjects in the regular classroom.	 Classroom Physical Education Plan ELED 334 	

		AUGUST 11, 2011	
#6: Communication and Technology	ELED 490 Capstone	The candidate knows and is able to:	
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive	ELED 375b/475 Part time and Full time practicum ELED 401 Language Arts	Be prepared for school interviews and application procedures through development of a professional portfolio	 Synthesis list and grid related to the methods of teaching each discipline. ELED 490
interaction in the classroom	and Children's literature	Collaborate with CT and others to develop, teach and	 Teacher Work Sample ELED 375b/475
	ELED 373 Fine Arts for the Elementary Teacher ELED 370 Curriculum &	evaluate instruction based on Idaho Content Area standards, district objectives and demonstrate learning for	 Mid-Semester Progress Report TASKSTREAM
	Instruction	all students regardless of their exceptionality, cultural, social or linguistic differences.	 1st and 2nd Authorization student teaching reports ELED 375b/475
		Use web and non web-based material to create a study of a children's author and share it in class.	Author Study ELED 401
		Explore a variety of media and technology for application in elementary arts and music instruction	 Projects using Garageband and iMovie ELED 373
		Explore methods of planning for and delivering instruction.	 Multiple Intelligences Presentation ELED 370
#8: Assessment of Student Learning	ELED 375b/475 Part time and Full time practicum	The candidate knows and is able to:	
The teacher understands and uses formal and informal assessment	ELED 383 Elementary Science Methods	Evaluate student learning and teaching effectiveness by reflection on teaching	 Teacher Work Sample Formative evaluation in Chapter 3 and

CONSENT AGENDA AUGUST 11, 2011				
strategies to ensure the continuous	ELED 401 Language Arts	events.	Reflection over the	
intellectual, social, and physical	and Children's Literature		work sample and	
development of the learner.		Identify and use	teaching development	
	ELED 373 Fine Arts Methods	organizational structures for	in Chapter 5 ELED	
	for Elementary Teachers	student seating, student	375b/475	
		materials and assignments,		
	ELED 402 Literacy Methods	grade recording, and other	Full time practicum	
		classroom organization	authorization	
	ELED 322 Early Childhood	processes	summary report of	
	Methods	Develop strate size to	student teaching	
		Develop strategies to	ELED 475	
	ELED 370 Curriculum and	assess, manage, and		
	Instruction	integrate science into the classroom.	Group unit of instructions with 5 complete science	
	ELED 334 Health and PE	classioon.	lessons ELED 383	
	Methods			
	methode			
	ELED 321 Early Childhood	Assess oral language	Resource Collect ELED	
	Education	development	401	
		Connect assessment of developmental level and individual skills with curriculum planning in arts education	 Written Reflection ELED 373 	
		Use a variety of assessment tools to place students on a developmental continuum, plan and differentiate future instruction, identify their abilities as readers and writers and respect the diversity of each child.	Resource Materials Collection I ELED 402	
		Collect and organize data into presentation for collegial collaboration	 Class Presentation ELED 322 	
		Explore strategies and	Teacher Work Sample	

Espinor/Gray 3/28/11 CONSENT - SDE 17

TAB 14 Page 19

CON	CONSENT AGENDA AUGUST 11, 2011			
	purposes for assessment of student work that transform	Chapter 4 Pre/Post test ELED 370		
	practice.			
	Be able to develop research- based comprehensive instructional plans in Physical Education and Health using a variety of instructional strategies.	 Peer Teaching Project ELED 334 		
	Explain formative and summative assessment and describe a variety of assessment strategies used to assess young children.	 Journal Article Review and Chapter Journaling ELED 321 		

Framework for Teaching Domain #4: Professional Responsibilities

*Communication with families *Contributing to the school and *Growing and developing profe *Showing professionalism	essionally		
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies	Artifacts & Performance Assessments
#9: Professional Commitment and Responsibility The teacher is a reflective practitioner who continually evaluates the effects of his or her choices of actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	ELED 490 Capstone ELED 375b/475 Part time and Full time practicum ELED 341 Learning Theory ELED 313 Mathematics Methods ELED 423 Christian Faith and Thought ELED 402 Literacy Methods ELED 342 Inclusion	The candidate knows and is able to: Develop the desire and ability to think critically and make decisions about current professional issues in education. Evaluate student learning and teaching effectiveness by reflection on teaching events.	 Teacher Work Sample ELED 490, 375b/475 Weekly reflection ELED 490 Teacher Work Sample Formative evaluation in Chapter 3 and Reflection over the work sample and teaching development in Chapter 5 ELED 375b/475
		Understand how the learning theories held as teachers affect individual classroom practice as well as the larger community and society.	 Reflection papers and Reading forums ELED 341
		Demonstrate professionalism	Exit cards and written

· · · · ·	CONSLIT AGENDA	AUGUST 11, 2011	
		through active participation in class and in completion of course work.	projects ELED 313
		Reflect on the impact of the Christian faith on personal lifestyles, the teaching environment and the world.	 Personal Worldview Paper ELED 423
		Describe the role of the teacher as professional in a time of increased local, state and federal accountability.	 Literacy Plan/Best Practices Portfolio ELED 402
		Identify and describe the educational implications of significant federal and state laws and court cases related to students with exceptionalities.	 Analysis of Laws and Cases ELED 342
#10: School and Community Involvement	ELED 490 Capstone ELED 375b/475 Part time	The candidate knows and is able to:	
The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well- being.	and Full time practicum ELED 341 Learning Theory ELED 383 Elementary Science Methods ELED 373 Fine Arts for the Elementary Teacher ELED 322 Early Childhood Methods	 Promote justice by becoming aware of issues related to cultural proficiency Collaborate with CT and others to develop, teach and evaluate instruction based on Idaho Content Area standards, district objectives and demonstrate learning for all students regardless of their exceptionality, cultural, social or linguistic differences. 	 Reflection paper on culturally relevant reading. ELED 490 Mid-semester progress report ELED 375b/475 Part time and Full time practicum summary teaching reports. ELED 375b/475

	,	
ELED 334 Health and PE Methods ELED 321 Early Childhood Education	Demonstrate courteous communication with students, parents and school personnel.	
ELED 342 Inclusion	Understand how the various learning theories are powerful with regard to being a culturally proficient educator, effectively teaching learners at different stages of development and from differing cultural and linguistic backgrounds.	 Philosophy Paper ELED 341
	Investigate opportunities for science-related service learning and grant opportunities.	 Resource book and Journal ELED 383
	Develop or mature a sense of "Self-Worth" as an emerging artist.	 Mixed Media ELED 373
	Create book for children to read and revisit.	 Creation of Children's Book ELED 322
	Prepare a paper to persuade school board members and parents about the importance and relevance that health education imparts in schools.	 Motivational Paper ELED 334
	Evaluate programs that work collaboratively with parents and paraprofessionals, and create strategies for effective communication with families from diverse backgrounds	 Parent Interview and Collaborative Parent Piece ELED 321

and those	se with special needs	
children).	
commun students	nity relationships of	Community Interview ELED 342

SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

Sections 33-118 and 33-118a, Idaho Code Idaho Administrative Code, IDAPA 08.02.03.128, Rules Governing Thoroughness, Curricular Materials Selection

BACKGROUND/DISCUSSION

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

Currently there are eight (8) openings on the Selection Committee. The one (1) open position being recommended for appointment is the Public Elementary Classroom Teacher. This recommendation is for a complete five-year term.

The seven (7) remaining open positions at this time are (2) Public Secondary Classroom Teachers and (2) Parent Representatives and (3) Representatives from Higher Education (University of Idaho, Boise State University and Lewis-Clark State College). Positions are filled as applications are received, rather than holding onto an application until all positions can be filled. Majority of applications are received December-January.

The following is a summary of the process for soliciting nominations for each of the positions:

- Parent positions call for nominations from PTA, various other parent organizations, teacher recommendations, etc.
- Teacher positions call for administrator nominations
- Private parochial school parent, teacher or administrator call for nominations from the Diocese of Boise Catholic Schools
- Administrator positions call for nominations from the Idaho Association of School Administrators
- School Trustee positions call for nominations from Idaho School Boards Association
- University positions call for nominations from Education Dean/Director at each institution.

School nominations usually come in after the start of the school year. This applies to teacher, administrator and school board positions

ATTACHMENTS

Attachment 1 – List of Current Materials Selection Committee MembersPage 3Attachment 2 – Stacey Jensen Letter of Interest and VitaePage 5

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Stacey Jensen. This reappointment is for a period of five years; serving July 1, 2011 through June 30, 2016.

BOARD ACTION

I move to approve the request by the State Department of Education that Stacey Jensen be reappointed to the Idaho State Curricular Materials Selection Committee effective July 1, 2011 through June 30, 2016.

Moved by _____ Seconded by _____ Carried: Yes ___ No ___

Idaho STATE CURRICULAR MATERIALS SELECTION COMMITTEE COMMITTEE MEMBERS LIST AS OF JUNE, 2011

Scott Smith Science Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Rodney McConnell State's Institution of Higher Ed College of Education, ED 405B University of Idaho Moscow, ID 83844

Wendy Perry Ruchti State's Institution of Higher Ed Idaho State University Educational Foundations Pocatello, ID 83209

Margaret Chase State's Institution of Higher Ed Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725

Geri Gillespy, Vice Principal Public School Administrators Siena K-8 2870 East Rome Drive Meridian, ID 83333. Dana Bradley Public School Administrators Cassia County School District 237 E. 19th St. Burley, ID 83318

Tara Drexler Elementary Teacher Robert Stuart Middle School 644 Caswell Avenue West Twin Falls, ID 83301-3798

Chris Lyon Private/Parochial School Holy Family Catholic School 3005 W. Kathleen Ave. Coeur d'Alene, ID 83815

Linda Lofaro Coursey State's Institution of Higher Ed Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501

Laree Jansen Parent Representative 3669 North 3200 East Kimberly, ID 83341-5344

Val Fenske Executive Secretary Curriculum & Technology Ctr. 650 West State Street Boise, ID 83702

Patty Silvers Public School Trustee Murtaugh Jt School Dist. 418 PO Box 117 Murtaugh, ID 83344

Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201

Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333

Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607

Emily Perkes PTA Parent Representative 109 South 900 West Blackfoot, ID 83221

2011 Science Recommendations Curricular Materials Adoption Introduction v

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July 6, 2011

To Whom It May Concern:

I would be very interested in serving an additional term representing elementary schools on the State Board of Education Curriculum Selection Committee. This committee has been of strong interest to me during this last 5 year term. I am a firm believer that the text book and additional curricular materials can be a great resource to the teacher for helping her students meet state and/or Core standards. I believe that the closer a textbook matches the Common Core or Idaho's state standards, the easier it is for the teacher to use it as an appropriate resource. Time and resources being of the essence in today's classroom makes the work of the SBOE Curriculum Selection Committee all that more important.

I have served on many different committees at the school, district and state level. For the past 4 years I have worked on the TIA committee to help the district's curriculum align with state standards. After this alignment, I have gone back into my classroom to analyze my current textbooks for appropriate lessons to teach. This year the TIA committee worked hard to align current state standards with newly adopted Common Core standards and design a plan to implement these new standards in the classroom. This past 5 years experience has taught me much about textbook adoption and its importance at the state level. I believe my expertise would continue to be of value to the committee for an additional 5 year term.

Again, I thank you for the opportunity to serve on this committee. I am very interested in staying involved at the state level on various projects. I believe serving on this committee will not only improve my teaching but allow me to help others within my district improve their teaching.

Sincerely. Stacey Jense

Stacey Jensen

CURRICULUM VITAE

14504 W. Wallin Rd Pocatelio, ID 83202 Mobile / Cellular: (C208 (530-0208) Email: jensenst@d25,k12.ld.us

Education

1985	HS Graduate High Honors	Highland High, Pocatello, ID
1985-1988	B.S. Elementary Education	Idano State University, Pocatello, ID
1990-1995	M.A. Curriculum and Instruction	Idaho State University, Pocatelio, ID
2000	National Board Certification in Early Childhoo	od Education

Prior Employment

1988-present Teacher at Edahow Elementary School. 7 years in Kindergarten 7 years in 1# Grade 9 Years in 2nd Grade Presently in 1# Grade

Awards/Honors

2006

Pocatello/ChubbuckTeacher of the Year SimplotTeacher of the Year Finalist

Committees

I have served on several different committees at the school, district and state level throughout the years. I have served on my school's leadership team since it's inception in 1998. I have also served on various sub committees including technology committee, report card committee, Infinite Campus committee, Sunshine committee, PTA teacher representative, and health and wellness committee.

I have also served on various committees with my district throughout the years. I have served on curriculum committees to adopt science, reading, math, and social studies. I served on the committee to create the district writing/spelling guideline handbook. I served on the district leadership committee for I term. I am currently serving on the district's TIA committee which works to match standards to district curriculum and create learning calendars as guidelines for teachers to follow. I am also currently serving on the district's assessment committee which is working to create formative assessments for each 6 week period. I am involved with helping the district decide how to implement and provide in-service training for the new Common Core Standards.

At the state level I worked on several standard setting committees as state standards and power standards were being developed. I worked specifically on math and science committees. More recently I worked on a committee to revise the state math standards prior to the adoption of Common Core standards. I was a scorer for the 4th grade DMA in recent years. I have also worked with the PSC's committee for teacher accreditation for the past 11 years and have been involved one way or another with accrediting the teacher education programs of all of the state colleges and universities with the exception of NNU. I have been the team chair on 4 of these visits. I have also participated and been the team chair for several focus visits to various teacher education programs. In addition I have worked with this committee to help develop and revise the accreditation and beginning teacher standards and the accreditation manual. I am just finishing up a 5 year appointment on the PSC's Curriculum Selection Committee. I have been Involved in the selection of language arts, math, social studies, health, and most recently science.

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL REPORT	Information Item
2	IDAHO PUBLIC TELEVISION ANNUAL REPORT	Information Item
3	IDAHO EDUCATION NETWORK PROGRESS REPORT	Information Item
4	CONCUSSION PROGRAM REPORT	Information Item
5	PROPOSED RULE - IDAPA 08.01.11	Motion to Approve
6	PROPOSED RULE – IDAPA 08.01.04	Motion to Approve
7	BOARD POLICY – I.O DATA MANAGEMENT COUNCIL – 1 ST READING	Motion to Approve

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SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Art Vailas will provide a 15-minute overview of ISU's progress in carrying out the College's strategic plan.

IMPACT

Idaho State University's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

BOARD ACTION

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

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Idaho State University Presentation to the Idaho State Board of Education

August 11, 2011



PPGA

Carnegie Classification



- Among fewer than 5% of institutions nationwide in the Research High or Research Very High classification
- Boosts research opportunities
- Enhances graduates' attractiveness to employers and graduate/professional schools
- Aids in recruiting high-quality faculty, staff and students

Idaho State UNIVERSITY TAB 1 Page 4

Strategic Planning and Institutional Effectiveness

- 2006-2007 the University initiated a process to revise ISU's Strategic Plan
- 2008-2012 Strategic Plan, "Roadmap for Success" continues
- Annual revision/editing of Strategic Plan, in response to feedback from SBOE and campus constituent groups
- Annual assessment of progress on objectives/benchmarks
- Major revision will occur in FY 2012 in tandem with NWCCU Standards One and Two accreditation reports



Economic Impact

- Indirect and induced economic impact of \$312 million to our community
- Additional earnings from ISU alumni living and working in Idaho contribute \$873 million annually to the state economy





Expanding Research





PPGA

Expanding Research Ballard Building



- 200,000 square-foot ready-for-research facility
- Supports graduate and undergraduate student learning
- Investment to create a national research hub
- No state-appropriated funds were used for the purchase
- Business plan provides for self-sustainability



Expanding Research Idaho Accelerator Center Addition

- \$793,000 grantfunded project
- Nearly 5,000 square feet of additional space for engineering and chemistry labs and research offices
- Increasing research dollars in biomedicine





Sponsored Programs

FY 2009

- Grant proposals submitted: \$92.4 million
- Awards received: \$28.7 million

FY 2010

- Grant proposals submitted: \$120 million
- Awards received: \$36.6 million
- Invention disclosures: 3

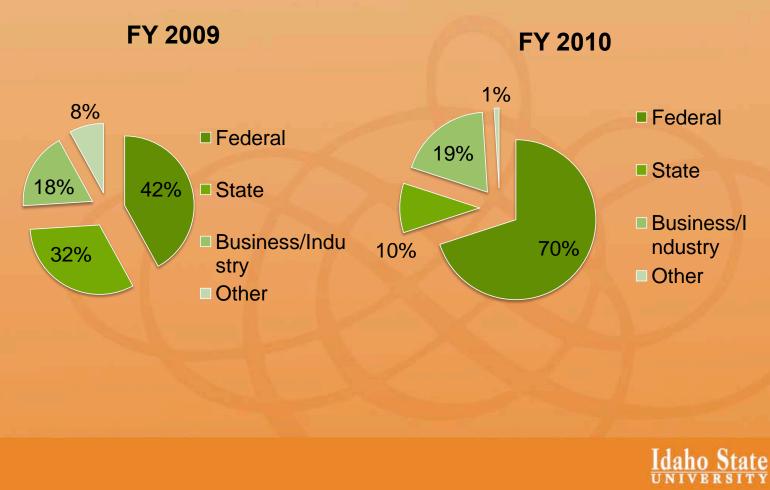
FY 2011

Invention disclosures: 9





Sponsored Programs



Sponsored Programs Highlights Fiscal Year 2011

- College of Technology: \$1.4 million "Idaho Renewable Energy Education"
- Family Medicine Residency Program: \$960,000 "Primary Care Residency Expansion Program"



 Center for Archaeology, Materials & Applied Spectroscopy: \$1.02 million "Virtual Zooarchaeology of the Arctic Project"

> UNIVERSITY TAB 1 Page 12

Collaboration











Center for Advanced Energy Studies

Idaho National Laboratory

Collaborations with 172 federal, state and local agencies, businesses and universities worldwide



Fulbright Scholars



Master of Arts student Garth Lambson will study the Irish language and folklore at the National University of Ireland in Galway.



Mike Adams, a Master of Fine Arts student, will study sculpture in Oslo, Norway.



Faculty Fulbright Scholars



Cynthia Pemberton, associate dean of the Graduate School and professor of educational leadership, will teach at the University of Malta, in Misida, Republic of Malta.



Chikashi Sato, professor of environmental engineering, will teach and conduct research at Tribhuvan University in Nepal.



Students Come First

- Career Path Internship Program offering students paid work experience in their fields of study
- Streamlined registration and fee payment
- "Living Learning" residence hall communities



Veterans' Sanctuary



- 48 percent increase in veteran students since 2009
- Veteran-to-veteran tutoring and support
- Centralized services for tutoring and job assistance
- Rural and Native American outreach

TAB 1 Page 17

Supporting Student Athletes



- New NCAA Division I Women's Softball Field
- New football turf
- Remodeled locker rooms for volleyball, softball and women's' basketball
- Remodeled basketball court

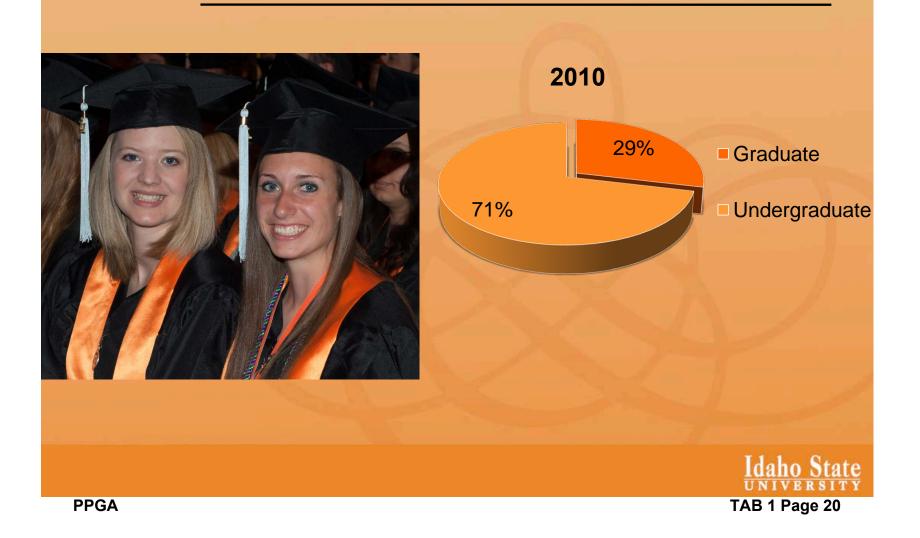


Student Headcount

	FY 2008	FY 2009	FY 2010	FY 2011
Total Headcount (unduplicated)	17,755	18,225	19,097	18,640
Total Student FTE	9,862	10,132	10,973	11,021
Total Credit Hours	285,069	292,542	317,005	318,263
Degrees Awarded: Undergraduate Graduate Total Academic PTE Total All Degrees	1,140 <u>471</u> 1,611 <u>429</u> 2,040	1,143 <u>504</u> 1,647 <u>388</u> 2,035	1,192 <u>571</u> 1,763 <u>382</u> 2,145	1,175 <u>547</u> 1,722 <u>433</u> 2,155

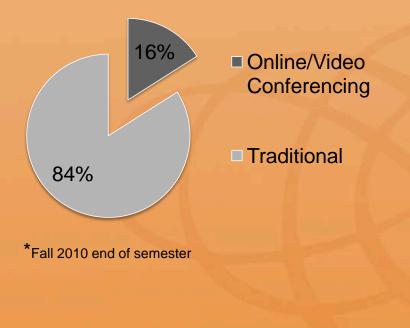


Academic Degrees Awarded



Transforming Learning

Percent of Classes Online







PPGA

Staff Distribution

	FY 2010 FY 2		FY 2012	FY 2012 Difference		e FY 2012		% of Total		
All Funds Total	FTE	Salary and Benefits	FTE	Salary and Benefits	FTE	Salary and Benefits	FTE	Salary and Benefits		
Instructor/Academic Support	952.32	\$80,604,859	963.42	81,814,927	11.10	\$1,210,068	54.72%	58.10%		
Research/Contracts	208.20	17,952,366	194.94	20,303,596	-13.26	2,351,230	11.07%	14.42%		
Public Service	7.70	521,716	7.10	448,576	-0.60	-73,140	0.40%	0.32%		
Student Services	103.46	6,233,867	113.38	8,029,545	9.92	1,795,678	6.44%	5.70%		
Physical Plant	140.25	6,336,392	136.25	6,087,065	-4.00	-249,327	7.74%	4.32%		
Institutional Support	157.96	12,155,890	169.08	12,706,713	11.12	550,823	9.60%	9.02%		
Athletics	45.61	3,249,175	48.56	3,335,797	2.95	86,622	2.76%	2.37%		
Other Auxillary Enterprises	131.72	8,156,721	128.29	8,095,392	-3.43	-61,329	7.29%	5.75%		
Total	1,747.22	\$135,210,986	1,761.02	\$140,821,611	13.80	\$5,610,625				
						Idaho State				

PPGA

TAB 1 Page 22

Improving Health Care



- 12 University clinics 40,000 patient visits FY2011
- Community involvement
- Global outreach
- Translational research







PPGA

Improving Health Care Dental Residency Program



The Dental Clinic has served more than 10,000 patients, mostly low-income, since 2005

The \$1.5M renovation adds 5,200 square-feet of clinic space to the Meridian Health Sciences Center

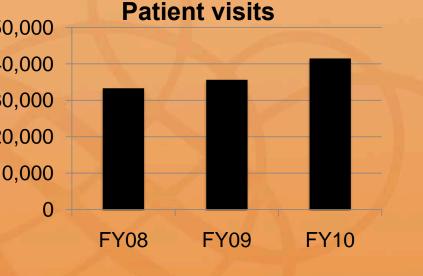
Delta Dental of Idaho Dental Residency Clinic will open August 2011





Outpatient Clinics





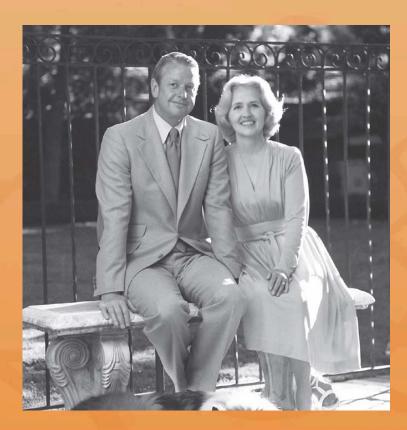


Fundraising



Idaho State

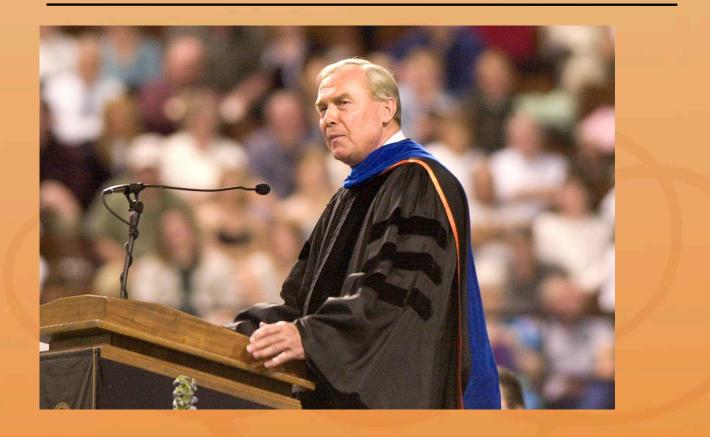
Jack and Lois Wheatley





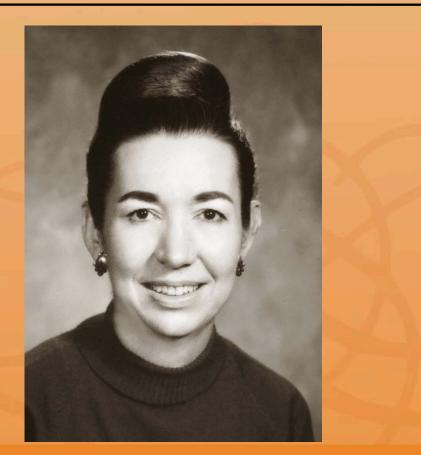
PPGA

John and Karen Huntsman





Beverly Bistline





PPGA







PPGA

SUBJECT

Idaho Public Television (IPTV)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Peter Morrill, General Manager of the Division of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agencies strategic plan.

BOARD ACTION

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

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IDAHO EDUCATION NETWORK

SUBJECT

The Idaho Education Network is providing an update on the project status. The IEN is near completing the connectivity to all Idaho high schools.

REFERENCE

August 2009

The Idaho Education Network was provided to the State Board of Education Members. At that time, the IEN implementation was in the early stages of year one, of a three year infrastructure roll out.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Statute 67-5745D and E

BACKGROUND/DISCUSSION

The Idaho Education Network (IEN) was created with the leadership of Governor C.L. "Butch" Otter, State Superintendent Tom Luna, the legislature and the J.A. and Kathryn Albertson Foundation in an effort to expand access to broadband connectivity and equalize education opportunities for students and communities throughout Idaho. The IEN is nearing the completion of Phase I of implementing the infrastructure and services for the state's high-speed, private education network to all high schools.

Because of our progress, we would like to provide an update on our work and successes thus far. There are many new opportunities being created for all global education consumers in Idaho because of the IEN. Many stakeholders are finding new ways, and revisiting old ones, to advance their education and careers through the IEN. From Sugar City to Sandpoint, schools are taking advantage of the many possibilities to serve students and communities.

The State Board of Education has worked diligently to advance opportunities for students by removing barriers and improving access. We want to continue to complement those goals and objectives set forth in your current strategic plan. We welcome this opportunity to address the State Board of Education to update the members and answer any questions that they may have.

IMPACT

The estimated costs for IEN's services on an annual basis are approximately \$8.3 million before E-rate reimbursement. The state appropriation required to fund the IEN is approximately \$2.6 million. The IEN consortium leverages E-rate reimbursement dollars to offset the costs of broadband connectivity provided to Idaho high schools. The reimbursement rate allocated by the E-Rate formula, which is 76%, gives the IEN increased purchasing power to help mitigate those ongoing costs.

BOARD ACTION

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

SUBJECT

Center for Sports Concussion

BACKGROUND/ DISCUSSION

During the 2010 Legislative Session, The Board supported House Bill #676 which dealt with the issue of concussions, especially in younger athletes. The legislation directed the Board to provide information, forms and other guidelines related to concussion education on its website, which we did in advance of the required date.

The law, which is known as Kort's Law, was the result of word done by Dr. Caroline Faure at Idaho State University who has been a regional and national leader in this field.

Concussion continues to be one of the most serious and catastrophic injury risks in all of sport. Youth and adolescent athletes are the most susceptible. In the past eight years, three East Idaho teenagers, alone, have suffered catastrophic outcome as a result of sports concussion (2 died, the other has permanent brain damage). Many others suffer long term post-concussion symptoms including concentration long-term depression, deficits, decreases in academic performance, loss of impulse control and even suicidal ideation. Concussion history has also been linked to chronic traumatic encephalopathy, a progressive degenerative brain disease and early onset of Alzheimer's. Through educational outreach and proper concussion identification and management, these risks can be minimized.

Funded by grants from the Wal-Mart Foundation, The Center for Sports Concussion has emerged as the regional authority for school and youth sport programs. We provide free educational outreach on concussion education statewide with a concentration on Idaho's school sports programs. Utilizing a network of physicians for referral, the Center also offers free pre-season and baseline post-concussion assessment using ImPACT neurocognitive software on a regional level. Our knowconcussion.org website receives tens of thousands of hits each year... and we are just rolling out a new concussion certification course so that all coaches, parents and athletes can now receive certification through ISU's Center for Sports Concussion. The site will also allow us to keep a database of all coaches who complete the course requirements.

An Update on Concussion Legislation:

While we fell short of hitting all of our intended target, last year's legislative effort to protect adolescent athletes from concussion has sparked a tremendous response statewide. The IHSAA and others have enacted with new regulations for coaches and ISU's Center for Sports Concussion and our knowconcussion.org website continue to provide the latest educational materials to the schools at no cost to them.

It is our hope that the state legislature and/or the Board will enact stricter regulations concerning athlete safety in the very near future. Specifically our goal is that Idaho matches the standards established by more than 35 other states in a) requiring all coaches, parents and athletes to receive education on concussion identification and management practices, b) require all athletes who sustain a concussion or who exhibit the signs, symptoms or behaviors consistent with the injury be immediately removed from play, and c) require written clearance from an appropriate health care provider before any athlete who sustains such an injury be allowed to resume physical activity. We also hope to incorporate preseason concussion testing (neurocognitive or balance) and concussion history as part of the pre-participation physical examination in every Idaho school.

BOARD ACTION

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

SUBJECT

Temporary Rule IDAPA 08.01.11 – Registration of Post-Secondary Education Institutions and Proprietary Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.01.11 Section 33-2400, Idaho Code

BACKGROUND/DISCUSSION

The proposed changes to IDAPA 08.01.11 incorporate the language previously approved by the Board referencing the new enforcement section in section 33-2400, Idaho code and student complaint processes. Additionally, clarifying language has been added to the registration requirement for start-up entities, the definition of Idaho presence, and approval standards for proprietary schools.

The current language allowed for an approval process for postsecondary institutions which were not accredited. This section has been removed requiring all postsecondary institutions to be accredited by a national accreditation organization that is recognized by and in good standing with both the United States Department of Education and by the Council for Higher Education Accreditation in order to register.

IMPACT

The proposed changes will clarify the rule for those entities that are required to register with the state.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.01.11 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the Temporary Rule changes to IDAPA 08.01.11 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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IDAPA 08 TITLE 01 CHAPTER 11

08.01.11 - REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

000. LEGAL AUTHORITY.

The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (4-9-09)

001. TITLE AND SCOPE.

01. Title. This rule shall be cited as IDAPA 08.01.11, "Registration of Post-Secondary Educational Institutions and Proprietary Schools." (4-9-09)

02. Scope. This rule sets forth the registration requirements for post-secondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (4-9-09)

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of this rule.

003. ADMINISTRATIVE APPEALS.

The Administrative Procedures Act, Chapter 52, title 67, Idaho Code, applies to any denial of registration of any post-secondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

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004. INCORPORATION BY REFERENCE.

There are no documents incorporated by reference.

005. OFFICE INFORMATION.

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01. and legal holida	01. Office Hours . The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday gal holidays. (4-9-09)	
02.	Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83	720-0037. (4-9-09)
03.	Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho	o. (4 - 9-09)
04.	Telephone. The telephone number of the Board is (208) 334-2270.	(4-9-09)
05.	Facsimile. The facsimile number of the Board is (208) 334-2632.	(4-9-09)
06.	Electronic Address. The electronic address of the Board.	(4-9-09)
	IC RECORDS ACT COMPLIANCE. ect to the provisions of the Public Records Act, Title 9, Chapter 3, Idaho Code.	(4-9-09)

007. -- 009. (RESERVED).

(4-9-09)

(4-9-09)

010. **DEFINITIONS.**

01. Accredited. Defined in Section 33-2401(1), Idaho Code, and means that a post-secondary educational institution has been recognized or approved as meeting the standards established by an accrediting organization recognized by the Board. (4-9-09)

02. Agent. Defined in Section 33-2401(2), Idaho Code, and means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school. (4-9-09)

03. Agent's Certificate of Identification. Defined in Section 33-2401(3), Idaho Code, and means a nontransferable written document issued to an agent by the proprietary school that the agent represents. (3-29-10)

04. Course. Defined in Section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective. (4-9-09)

05. Course or Courses of Study. Defined in Section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in this rule as a program. (4-9-09)

06. Degree. Defined in Section 33-2401(7), Idaho Code, and means any written or any academic title that contains, in any language, the word "associate," "bachelor," "baccalaureate," "masters," "doctor," or any abbreviation thereof, and that indicates or represents, or is intended to indicate or represent, that the person named thereon, in the case of any writing, or the person it is awarded thereto, in the case of any academic title, is learned in or has satisfactorily completed a prescribed course of study in a particular field or that the person has demonstrated proficiency in any field of endeavor as a result of formal preparation or training. (3-29-10)

07. Nonprofit. Means an entity that is recognized under the Internal Revenue Code and applicable regulations as being tax exempt, or an entity such as a nonprofit or not-for-profit organization that possesses the following characteristics that distinguish it from a business enterprise: (a) contribution of significant amounts of resources from resource providers who do not expect commensurate or proportionate pecuniary return, (b) operating purposes other than to provide goods or services at a profit, and (c) absence of ownership interests like those of business enterprises. (4-9-09)

08. Post-Secondary Educational Institution. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or sells degrees. (4-9-09)

09. Proprietary School. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees. (4-9-09)

011. -- 099. (RESERVED).

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

For purposes of registration of post-secondary educational institutions, the Board recognizes the regional and institutional national accreditation organizations that are recognized by and in good standing with both the United States Department of Education and by the Council for Higher Education Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such

evaluation and review.

(4-7-11)

101. -- 199. (RESERVED).

200. REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS.

01. Delegation. Section 33-2403, Idaho Code, provides that a post-secondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its executive director, or his designee, and the Office of the State Board of Education to administer the registration of post-secondary educational institution, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (4-7-11)

02. Registration Requirement.

(4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a post-secondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. An institution shall not solicit students on behalf of such institution, or advertise in this state, unless registered. (3-29-10)

b. Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered post-secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

d. A new or start-up entity that desires to operate as a postsecondary educational institution in Idaho but which is not yet accredited by an accreditation organization recognized by the Board must register and operate as a proprietary school until accreditation is obtained. A new or start-up entity that is accredited and authorized to operate in another state, and which desires to operate as a postsecondary educational institution in Idaho offering degrees for which specialized program accreditation is required, may be granted approval to operate subject to the successful attainment of such program accreditation within the regular program accreditation cycle required by the accreditor.

e. There is no inherent or private right to grant degrees in Idaho. That authority belongs only to institutions properly authorized to operate in Idaho under these rules.

03. Idaho Presence.

a. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, <u>for</u> purposes of conducting, providing, offering or selling a course or courses of study or degrees. (4-9-09)

b. Idaho presence shall include medical/osteopathic education clinical instruction occurring in the state of Idaho as part of a course of study leading to a degree pursuant to a formal arrangement or agreement between such clinic and an institution providing medical/osteopathic education instruction.

c. Idaho presence shall not include:

i) distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 03.a of this rule;

<u>ii)</u> medical education instruction occurring in the state of Idaho by an institution pursuant to a medical education program funded by the state of Idaho;

iii) internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or

iv) activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state.

04. Institutions Exempt from Registration.

(4-9-09)

a. Idaho public post-secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. (4-9-09)

b. Certain Idaho private, <u>not_for_non</u>profit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is already established and operational as of <u>the effective date</u> of this rule the date when this rule first went into effect (Brigham Young University – Idaho, College of Idaho, <u>Northwest Nazarene University</u>, <u>New Saint Andrews College</u>, <u>Boise Bible College</u>, and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho. <u>An institution exempt under this subsection may voluntarily register by following the procedure for registration provided herein.</u> (4-9-09)

c. Idaho religious institutions. A religious institution located within the state of Idaho that is owned, controlled, operated and maintained by a religious organization lawfully operating as a nonprofit religious corporation and that grants only religious degrees shall not be required to register.

05. Institutions that Must Register. <u>Unless exempt under subsection 200.04 of this rule, any entity</u> that desires to operate as a postsecondary educational institution in Idaho must register as provided herein.

a Out of state public post secondary educational institutions. A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein. (4-9-09)

b. Out-of-state private, nonprofit, post-secondary educational institutions. An out-of-state private, nonprofit, post secondary educational institution must register as provided herein. (4-9-09)

c. Certain Idaho private, nonprofit, post secondary educational institutions. A private, nonprofit, post secondary educational institution that is located within the state of Idaho, but that is not exempt under Subsection 200.04.b. of this rule, must register as provided herein. (4 9 09)

d. For profit post secondary educational institutions. A post secondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein. (4-9-09)

06. Alternative to Registration Requirement for Certain Post-Secondary Institutions. (3 29 10)

a. A post secondary educational institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with Section 300 of this rule. (4 9 09)

b. A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis. (4 9 09)

076. Application. A post-secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (3-29-10)

087. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration of a post-secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous registration year, but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are not nonrefundable. (4-7-11)

098. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (4-9-09)

109. Information Required.

a. AnSuch application must include <u>all</u> the information requested on the application form, as well as the following information: (4-9-09)

a. If an institution that is required to register under this rule is accredited by an accreditation organization recognized by the Board in Section 100 of this rule, Such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that is so accredited qualifies for a streamlined registration process, and will not be required to submit information and/or documentation that documents compliance with Standards I through V, set forth in Section 201 of this rule. Such institution must submit the following information or documentation, or both, with its application for registration: (3-29-10)

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	Convert and the second distriction letter showing the named of emprovely	(1 7 11)
1	Copy of most recent accreditation letter showing the period of approval;	(4-7-11)

ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (4-9-09)

- iv. Copy of annual audited financial statement; (4-9-09)
- v. Any additional information that the Board may request. (4-9-09)

b. All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the Standards I through V, set forth in Section 201 of this rule. (3-29-10)

eb. The Board may, in connection with a renewal of registration $\frac{1}{52}$ request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.087 of this rule, shall remain applicable. (3-29-10)

201. APPROVAL STANDARDS FOR POST-SECONDARY EDUCATIONAL INSTITUTIONS.

Except as provided in Subsection 200.10.a. of this rule, an institution applying for registration must meet, or demonstrate that it will meet, all of the following standards: (4 9 09)

01. Standard I - Legal Status and Administrative Structure. The institution must be in compliance with all local, state, and federal laws, administrative rules, and other regulations applicable to post secondary educational institutions.

a. The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished. (4.9.09)

b. The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest. (4 9 09)

c. There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence.

(4 9 09)

d. Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of post secondary educational experience at an accredited institution. (4.9.09)

e. Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary. (4 9 09)

f. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings. (4 9 09)

g. The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives. (4 9 09)

02. Standard II - Educational Program and Curriculum. Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives. (4.9.09)

a. The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, and clinicals. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (4.9.09)

b. The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. Degrees are: (4.9.09)

i. Associate of Applied Science Degree. A credential awarded for completion of requirements

entailing at least two (2) years, but less than four (4) years, of full time professional technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry; (4 9 09)

ii. Associate Degree. A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full time academic work; (4 9 09)

iii. Baccalaureate Degree. A credential awarded for completion of requirements entailing at least four (4) years of full time academic work; (4 9 09)

iv. Master's Degree. A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full time academic work beyond the baccalaureate degree, including any required research; and (4 9 09)

v. Doctoral Degree. A credential awarded for completion of requirements entailing at least three (3) years of full time academic work beyond the baccalaureate degree, including any required research. (4 9 09)

vi. Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (4 9 09)

vii. For each course or courses of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the courses of study and degree within the minimum time for completion. (4.9.09)

03. Standard III - Student Support Services. The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Polices must address students' rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs. (4 9 09)

a. The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program. (4.9.09)

b. There must be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution. (4.9.09)

c. The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (4.9.09)

d.The institution must provide an effective program of academic advising for all students enrolled.The program must include orientation to the academic program, academic and personal counseling, careerinformation and planning, placement assistance, and testing services.(4 9 09)

e. The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: (4-9-09)

i. The institution's mission;

(4 9 09)

— <u>ii</u> .	Admissions policies;	(4 9 09)
	Information describing the purpose, length, and objectives for the courses or course	es of study or
degrees offered	by the institution;	<u>(4 9 09)</u>
iv.	- Credit requirements for all courses or courses of study or degrees offered by the insti	itution:
		<u>(4 9 09)</u>
V.	Procedures for awarding credit for work completed outside the collegiate setting;	(4 9 09)
vi.	Policies for acceptance of transfer credit;	(4-9-09)
vii.	The schedule of tuition, fees, and all other charges and expenses necessary for con	npletion of the
courses or cour	ses of study or degrees;	(4 9 09)
	Cancellation and refund policies;	(4 9 09)
ix.	A definition of the unit of credit as it applies at the institution;	(4 9 09)
X	An explanation of satisfactory progress, including an explanation of the gradi	
system;		(4 9 09)
	The institution's calendar, including the beginning and ending dates for each instruction dates;	ructional term, (4 9 09)
	<u>A complete listing of each regularly employed faculty member showing name area</u>	
	A complete listing of each regularly employed faculty member showing name, area	
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04. Standard IV - Faculty Qualifications, Duties, and Compensation. Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified. (4 9 09)

a. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level. For bachelor degree programs, faculty must have a master's degree from an accredited institution. At the graduate level, faculty must have a doctoral degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs. (4.9.09)

b. There shall be a sufficient number of full time faculty members to maintain the continuity and stability of academic programs and policies. At least one (1) full-time faculty must be located in Idaho for each course or courses of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively. (4.9.09)

c. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives. (4 9 09)

d. The ratio of faculty to students in each course must be sufficient to assure effective instruction. (4 9 09)

e. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (4.9.09)

f. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline. (4.9.09)

g. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise. (4.9.09)

05. Standard V - Resources, Financial Resources, and Facilities. The institution must have adequate financial resources to accomplish its educational mission and objective. (4.9.09)

a. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution. (4.9.09)

b. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure. (4.9.09)

c. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. (4 9 09)

d. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or not for profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for profit institution must be kept in accordance with generally accepted accounting principles. A for profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers. (4 9 09)

. An annual independent audit of all fiscal accounts of the educational institution must be authorized

by the governing board, and must be performed by a properly authorized certified public accountant. (4-9-09)

06. Standard VI - Library and Instructional Resources. The institution must obtain and properly catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives. (4 9 09)

a. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff. (4 9 09)

b. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings. (4.9.09)

c. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

 d. The library must be administered by professionally trained staff supported by sufficient personnel. (4-9-09)

2021. THE BOARD MAY NOTIFY THE POST-SECONDARY EDUCATIONAL INSTITUTION OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. (4-9-09)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (4-9-09)

02. Criteria for Approval of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution must remain in compliance for the registration year. (4-9-09)

03. Public Information. All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (4-9-09)

04. Certificate of Registration <u>or Exemption</u>. (4-7-11)

a. A certificate of registration will be issued to a post-secondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution or any of its courses, courses of study, or degrees. (4-7-11)

b. An institution exempt from registration under these rules may request a certificate of exemption.

bc. If a post-secondary educational institution wishes to offer additional courses, courses of study, or degrees during a registration year that were not included in its annual registration application to the Board, then the institution must submit a letter to the Board Office along with documentation of its accrediting agency's approval of those specific curriculum changes. (4-7-11)

05. Disapproval and Appeal. If a post-secondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the <u>Board</u> office within thirty (30) days of the date the institution is notified of the disapproval. (4-9-09)

06. Withdrawal of Approval.

(4-9-09)

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

b.	Withdrawal of approval may be for one (1) or more of the following reasons:	(4-9-09)

i. Violation of Chapter 24, Title 33, Idaho Code or this rule; (4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (4-9-09)

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (4-9-09)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board Office has been received<u>; or</u> (4-9-09)

v. Loss of accreditation status.

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board <u>office</u> of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board Office of this event. (4-9-09)

203. -- 299. (RESERVED).

300. REGISTRATION OF PROPRIETARY SCHOOLS.

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board. The Board delegates authority to its executive director, or his designee, and the Office of the State Board of Education to administer the registration of proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-10)

02. Registration Requirement.

a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (3-29-10)

b. Registration shall be for the period beginning July 1 of any year and continue through June 30 of the next succeeding year. For a school that has not previously registered with the Board, registration shall be for the period beginning on the date of issueance of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

(4-9-09)

03. Idaho Presence.

a. A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, or if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (4-9-09)

b. Idaho presence shall not include:

i) distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 03.a of this rule;

ii) internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or

iii) activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state.

04. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (4-9-09)

a. An individual or entity that offers instruction or training solely **a** <u>a</u>vocational or recreational in nature, as determined by the Board. (4-9-09)

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (4-9-09)

c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (4-9-09)

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. (4-9-09)

e. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (4-9-09)

f. An individual or entity offering only workshops or seminars lasting no longer than three (3) (4-9-09)

g. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (4-9-09)

h. An individual or entity that offers post-secondary credit through a consortium of public and private colleges and universities under the auspices of the $\frac{W}{W}$ estern $\frac{gG}{G}$ overnors $\frac{University}{W}$. (4-9-09)

i. An individual or entity that offers flight instruction and that accepts payment for services for such training on a per-flight basis after the training occurs, or that accepts advance payment or a deposit for such training in a de minimus amount equal to or less than fifteen (15) percent of the total course or program cost.

05. Application. A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (3-29-10)

06. Registration Fees. The Board shall assess an annual registration fee for initial registration or

renewal of registration. The registration fee must accompany the application for registration, and shall be one-half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous registration year, but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are not nonrefundable. (3-29-10)

07. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes <u>a the</u> registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-29-10)

08. Information Required. Such application must include <u>all</u> the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration that documents <u>must attest by signature of the primary official on the application form</u> that it is in compliance with Standards I through V set forth in Section 301 of this rule <u>and must provide verification</u> of compliance with Standards I through V set forth in Section 301 of this rule upon request. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable. (3-29-10)

301. APPROVAL STANDARDS FOR REGISTRATION OF PROPRIETARY SCHOOLS.

The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (4-9-09)

01. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools. (4-9-09)

a. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval. (4-7-11)

b. The ownership of the school, its agents, and all school officials must be identified by name and title. (4-9-09)

c. Each owner, agent, <u>instructor</u> and/<u>or</u> school official must be appropriately qualified <u>by the trade</u> <u>board (as applicable)</u> to ensure courses are of high quality and the rights of students are protected. (4-9-09)

d. Written policies must be established to govern admissions and re-admission of dismissed students, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (4-7-11)

e. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (4-9-09)

f. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, anticipated job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student complete and clearly presented information

indicating the school's current completion and job placement rate.

(4-7-11)

(4-9-09)

02. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (4-9-09)

a. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums and clinicals. Courses or courses of study will follow applicable trade board training curriculum standards or be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings.

b. Written course descriptions must be developed for all courses or courses of study. <u>including:</u> course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and <u>Written</u> course descriptions must be provided to instructors. Instructors must be are expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (4-9-09)

c. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (4-9-09)

d. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing. (4-9-09)

e. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly enrolled student, and returning student, complete and clearly presented information indicating the school's current completion and job placement rate. (4 9 09)

03. Standard III - Student Support Services. The school must have clearly defined written policies that are distributed readily available to students through a variety of print and electronic means. Polices must address students rights and responsibilities, grievance procedures, and define what services are available to support students.(4-9-09)

a. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course or courses of study and the capacity of the school to provide instructional and other support services the student needs to complete the program. The admission of students must be determined through an orderly process established in a written policy using published criteria which must be uniformly applied. Admissions decisions must take into account the capacity of the student to grasp and complete the instructional training program and the ability of the school to handle the unique needs of the students it accepts. (4-9-09)

b. There must be a clearly defined policy for the readmission of to re-evaluate students dismissed from the school and, if appropriate, to readmit them. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school. (4-9-09)

c. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters for all students, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied given to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures.(4-9-09)

d. The school must provide written information to prospective students pPrior to enrollment all

	AUGUST 11, 2011	
prospective stu	dents must receive the following information in writingto include the following:	(4-9-09)
i.	Information describing the purpose, length, and objectives of the courses or courses of s	tudy; (4-9-09)
ii.	Completion requirements for the courses or courses of study;	(4-9-09)
iii. the courses or c	The schedule of tuition, fees, and all other charges and all expenses necessary for concourses of study;	npletion of (4-9-09)
iv.	Cancellation and refund policies;	(4-9-09)
v. system;	An explanation of satisfactory progress, including an explanation of the grading/	assessment (4-9-09)
vi. holidays;	The calendar of study including registration dates, beginning and ending dates for all c	ourses, and (4-9-09)
vii.	A complete list of instructors and their qualifications;	(4-9-09)
viii.	A listing of available student services; and	(4-9-09)
ix. student to enrol	Other information about the courses or courses of study that are likely to affect the dee I in the school.	ision of the (4-9-09)
e. minimum, adm	Accurate and secure records must be kept for all aspects of the student record in issions information, and the courses each student completed.	cluding, at (4-9-09)
04.	Standard IV – Faculty/Instructor Qualifications and Compensation.	(4-9-09)
a. each instructor	Instructor qualifications (training and experience) must be described and the assigned I must be identified recorded and available to students.	ocation for (4-9-09)
b. of courses.	There must be a sufficient number of full-time instructors to maintain the continuity a	nd stability (4-9-09)
с.	The ratio of instructors to students in each course must be sufficient to assure effective i	nstruction. (4-9-09)
d.	Commissions may not be used for any portion of the faculty compensation.	(4-9-09)
e. recommended.	Procedures for evaluating instructors must be established. Provisions for student eva	luation are (4-9-09)
05.	Standard V - Resources, Finance, Facilities, and Instructional Resources.	(4-9-09)
	Adequate financial resources must be provided to accomplish instructional objecti port the instructional program, including teaching classroom and training facilities, in plies and equipment, instructors, staff, library, and the physical and instructional	nstructional

b. The school must have sufficient <u>instructional</u> resources <u>materials</u> so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements <u>for a comparable teach-out opportunity</u> with another proprietary school <u>or refund one hundred (100) percent of prepaid tuition</u>. to have students complete a comparable course or courses of study (a teach out provision). (4-9-09)

infrastructure.

(4-9-09)

c. <u>School Ffinancial/business</u> records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. (4-9-09)

d. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (4-9-09)

e. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

302. THE BOARD MAY NOTIFY THE PROPRIETARY SCHOOL OF ADDITIONAL INFORMATION REQUIRED.

If the Board is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Board may notify the school of additional information that it will be required to provide in connection with the application for registration. (3-29-10)

01. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs <u>PTE the Board</u> incurs including travel, associated with this review. (3-29-10)

02. Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule, including all of the standards described in Section 301 of this rule. A school must remain in compliance for the registration year.

(3-29-10)

(4-9-09)

03. Public Information. All information submitted to the Board is <u>public information</u>, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-10)

04. Certificate of Registration <u>or Exemption</u>.

a. A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. An institution may only represent that it is "Registered with Idaho State Board of Education." Registration is not an endorsement of the school. (4-7-11)

b. An institution exempt from registration under these rules may request a certificate of exemption.

bc. If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the school must submit a letter to the Board office along with appropriate approval documentation by the applicable professional or trade board, council, or commission. This letter will be added to the school's registration file.(4-7-11)

05. Disapproval and Appeal. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Board, then the school may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the Board within thirty (30) days of the date the school is notified of the disapproval. (3-29-10)

06. Withdrawal of Approval.

(4-9-09)

a. The Board may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (3-29-10)

b.	Withdrawal of approval may be for one (1) or more of the following reasons:	(4-9-09)
i.	Violation of Chapter 24, Title 33, Idaho Code or this rule.	(4-9-09)

ii. Providing false, misleading, deceptive, or incomplete information to the Board. (3-29-10)

iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (4-9-09)

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (3-29-10)

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Board of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately provide written notice to the Board of this event. (4-7-11)

078. Agent's Certificate of Identification. Each proprietary school shall ensure that its agents have a valid certificate of identification, and that all of its agents are in compliance with Section 33-2404, Idaho Code. The school shall complete a criminal history check that includes, at a minimum, the State Bureau of Identification, and statewide sex offender registry for each agent having unsupervised contact with minors in the minor's home or at secondary schools, prior to making application for the agent's certificate of identification. The criminal history check shall be valid for five (5) years and be kept on file by the school. When an employee returns to any proprietary school after a break in service of six (6) months or more a new criminal history check must be obtained. When an employee changes employment between proprietary schools, a new criminal history check must be obtained by the new employer. (4-7-11)

a. The Board shall revoke any agent's certificate of identification issued or authorized under this Section and shall deny the application for issuance of a new certificate of identification of a person who pleads guilty to, or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child: (3-29-10)

i. The aggravated assault of a child, Section 18-905, Idaho Code, or the assault with intent to commit a serious felony against a child, Section 18-909, Idaho Code. (3-29-10)

ii. The aggravated battery of a child, Section 18-907, Idaho Code, or the battery with intent to commit a serious felony against a child, Section 18-911, Idaho Code. (3-29-10)

iii. The injury or death of a child, Section 18-1501, Idaho Code. (3-29-10)

iv. The sexual abuse of a child under sixteen (16) years of age, Section 18-1506, Idaho Code.

(3-29-10)

v. The ritualized abuse of a child under eighteen (18) years of age, Section 18-1506A, Idaho Code. (3-29-10)

vi. The sexual exploitation of a child, Section 18-1507, Idaho Code. (3-29-10)

vii. Possession of photographic representations of sexual conduct involving a child, Section 18-1507A, Idaho Code. (3-29-10)

viii. Lewd conduct with a child under the age of sixteen (16) years, Section 18-1508, Idaho Code.

(3-29-10)

ix. The sexual battery of a minor child sixteen (16) or seventeen (17) years of age, Section 18-1508A, (3-29-10)

x. The sale or barter of a child for adoption or other purposes, Section 18-1511, Idaho Code.

(3-29-10)

xi. The murder of a child, Section 18-4003, Idaho Code, or the voluntary manslaughter of a child, Section 18-4006 1., Idaho Code. (3-29-10)

xii. The kidnapping of a child, Section 18-4502, Idaho Code. (3-29-10)

xiii. The importation or exportation of a juvenile for immoral purposes, Section 18-5601, Idaho Code. (3-29-10)

xiv. The abduction of a person under eighteen (18) years of age for prostitution, Section 18-5610, (3-29-10)

xv. The rape of a child, Section 18-6101 or 18-6108, Idaho Code. (3-29-10)

b. The general classes of felonies listed in Section 302 shall include equivalent laws of federal or other state jurisdictions. For the purpose of Subsection 302.07, "child" means a minor or juvenile as defined by the applicable state or federal law. (3-29-10)

089. Surety Bond. Each proprietary school shall comply with the provisions in Section 33-2406, Idaho Code, relating to a surety bond. (4-9-09)

a. The amount of the surety bond shall be not less than the total tuition and fees to be collected by the school from its students, <u>currently engaged in instructional activities</u>, that covers the period from the beginning through completion of such students' instructional program at the school during the upcoming registration year the <u>course of instruction the student has contracted and paid for</u>. This amount shall be based upon the <u>projected tuition</u> and fees revenue for the coming registration year collected by the school from its students covering such period during the previous registration year, subject to modification in the event a school is beginning operations and has no previous revenue or satisfactorily demonstrates that it expects experiences significant changes in tuition and fee revenue during the upcoming <u>current</u> year. The Executive Director shall determine the appropriate format and method by which this bond value is to be calculated and reported. (3-29-10)

b. Schools must keep a valid bond in force, via periodic renewal as needed, throughout the entire registration year with no lapse in coverage. Schools shall ensure that all bonds include "extended coverage" clauses to remain in effect for one hundred twenty (120) days after the date of <u>a school's</u> closure. (3-29-10)

c. No party to the surety bond may cancel without one hundred twenty (120) day prior notice to all parties, including the Office of the State Board of Education. (3-29-10)

d. The Board shall be the beneficiary of the bond and shall oversee the distribution of funds to students who file claims. Schools shall provide proof of the required bond and submit said documentation with their registration applications. (3-29-10)

303. -- 399. (RESERVED).

400. ENFORCEMENT

The Board, acting by and through its Executive Director or his designee, may initiate on its own initiative any investigation relating to a violation of the state laws or rules relating to the requirement that an institution or school register with the Board pursuant to Idaho Code title 33, chapter 24.

401.-499. (RESERVED).

500. COMPLAINTS

A complaint concerning an institution or school operating in the State of Idaho (maintaining an Idaho presence) that pertains to a matter described herein shall be reviewed and acted upon as appropriate in accordance with the specific procedures described below:

01. Violations of State Consumer Protection Laws. A complaint alleging a violation of Idaho consumer protection laws shall be instituted, reviewed, and acted upon in accordance with IDAPA 04.02.01, Idaho Rules of Consumer Protection, Office of the Attorney General.

02. Violations of State Laws or Rules Related to the Registration of Postsecondary Educational Institutions and Proprietary Schools. A complaint alleging violations of state laws or rules related to the requirement that an institution or school register with the Board shall be submitted in writing to the Board's Executive Director or his designee for investigation and appropriate enforcement action, including the remedies specified in Idaho Code §33-2408.

03. Complaints Related to Quality of Education, or Other Matters

a. A complaint relating to the quality of education provided by an institution or school or accreditation matters, or any other matter related to the operations or practices of an institution or school other than a state consumer protection matter, shall be submitted on a form provided by the Board to the Executive Director or his designee for review and appropriate action.

b. If after initial review the Executive Director determines that the complaint relates to the quality of education or accreditation matters, the Executive Director may refer the matter to the accreditation organization of the institution or school at issue for review and recommendation. If a matter referred to an accreditation organization results in resolution of the complaint to the satisfaction of the complainant, then the matter shall be considered resolved and there shall be no further action on the matter. If the matter is not successfully resolved, then the Executive Director or his designee will review the recommendation of the accreditation organization and follow the procedures for investigations of complaints described in subsection c. of this section.

If the complaint pertains to any other matter related to the operations or practices of an institution с. or school, other than a state consumer protection matter, then the Executive Director or his designee will review the complaint to determine whether such complaint falls within the regulatory authority of the Board. If it does not, then Board office will notify the complainant in writing of such determination, and may offer referral of such matter to an appropriate agency or entity. If after initial review the Executive Director determines that the complaint falls within the regulatory authority of the Board, then Board staff will notify both the complainant and the respondent institution or school of the complaint resolution process to be utilized and applicable timelines. The review and investigation of a complaint shall occur as expeditiously as possible. The parties may be asked to respond in writing to the complaint, to submit to interviews, and to provide additional records, documents, statements, or other collateral information as necessary. Any request by the investigator for additional information related to such complaint must be provided promptly. The Board's investigator will review the materials submitted by all parties and at the conclusion of the investigation prepare a summary of the allegations, the investigator's findings, and a recommendation for disposition to the Executive Director. If the Executive Director determines that the facts indicate a probable violation of law or rule over which the Board has regulatory authority, then the Executive Director shall issue a written decision on the disposition of such complaint. Within thirty (30) days after a decision is issued a party aggrieved by such decision may file with the Executive Director a request for a hearing. The provisions of the Idaho Administrative Procedure Act, chapter 52, title 67, Idaho Code, shall apply to such hearing and to judicial review of such decision.

d. If the Board office receives a complaint relating to an institution or school that is exempt from registration under Idaho law or these rules, and such institution or school has not elected to voluntarily register, then such institution or school shall be responsible for reimbursing the Board office for the actual costs incurred to process and act on such complaint.

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SUBJECT

Proposed Rule, IDAPA 08.0104 Rules Governing Residency Classification

APPLICABLE STATUTES, RULE OR POLICY

Section 33-3717B, Idaho Code

BACKGROUND / DISCUSSION

IDAPA 08.01.04 Rules Governing Residency Classification delegates the responsibility for determination of residency for professional health education programs to specific institutions. It is within the Board's authority to delegate this responsibility. Changes to IDAPA 08.01.04 will remove the unnecessary language and allow the Board more flexibility in determining the most efficient process for making residency determinations in the future.

The current language requires students that apply to both the WWAMI Medical Program and University of Utah medical programs to have both institutions make determinations on their residency status for program eligibility purposes. Removing this language could allow one institution to make the determination for both programs.

IMPACT

The approval of this proposed rule will allow the rule to move forward to the legislature for review.

ATTACHMENTS

Attachment 1 – Pending Rule – IDAPA 08.01.04 Rules Governing Residency

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval of the Proposed rule IDAPA 08.01.04 Rules Governing Residency Classification.

BOARD ACTION

I move to approve to the Proposed Rule IDAPA 08.01.04 Rules Governing Residency Classification as submitted.

Moved by_____ Seconded by_____ Carried Yes____ No____

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105. RESIDENCY REQUIREMENTS FOR SPECIAL GRADUATE OR PROFESSIONAL PROGRAMS.

01. As provided in Section 33-3717B, Idaho Code, a residency requirement of at least one (1) calendar year is in effect for certain special graduate and professional programs. Those programs include, but are not limited to, the WWAMI Regional-Medical Program, the WICHE Professional Student Exchange Program, the Idaho Dental Education Program, the Creighton Dental Education Program, the WOI Regional Veterinary Program, and the University of Utah Medical Program. For purposes of this section, the requirement of "at least one (1) calendar year" means a period of twelve (12) consecutive months of continuous residency consistent with the requirements of Section 33- 3717B, Idaho Code, immediately prior to the date of application. (5-8-09)

01. Delegation of Certification Administration. The following office or institutions are delegated the responsibility for the evaluation of applicants and determination of residency for the special graduate and professional programs for purposes of certification. (7-1-93)(

a. The University of Idaho -- WAMI Regional Medical Program, WOI Regional Veterinary Program. (7-1-93)()

b. Idaho State University -- Idaho Dental Education Program and the University of Utah Medical Program. (6-30-95)(

c. Office of the State Board of Education -- WICHE Professional Student Exchange Program. (6-30-95)()

02. Appeal to the State Board of Education. Applicants for the special graduate and professional programs, upon institutional denial of residency status, may petition the Board for a hearing on the denial. The decision to grant such a hearing is discretionary with the Board and will be granted for errors in determination of residency pursuant to Section 33-3717B, Idaho Code. (5-8-09)

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SUBJECT

First Reading, New Proposed Board Policy, Data Management Council

REFERENCE

August 2010	Board directed staff to do a needs assessment that includes the technical, fiscal, and governance requirements for a P-20
	and Workforce SLDS.
February 2011	Board accepted the recommendations from the SLDS needs assessment and authorized the Executive Director to
	determine the configuration and make initial appointments to
	the Data Management Council.

BACKGROUND/DISCUSSION

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The primary purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS to be developed will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed.

While the Council has been established, a Board policy is necessary to provide guidance to the DMC. Board staff worked with the Council to develop a new policy, which would cover the role and purpose of the committee, committee structure, terms of membership, and reporting requirements.

IMPACT

Setting the policy for the Data Management Council (DMC) is the foundation for organizing the council and allowing it to fulfill its intended purpose.

ATTACHMENTS

Attachment 1 – Board Policy I.O. – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval as staff has worked with the DMC to develop the policy and leveraged similar policy as a template.

BOARD ACTION

I move to approve the first reading of a new section of Board Policy, I.O Data Management Council as submitted and to direct the Data Management Council to develop their bylaws for future Board approval.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: I. General Policies

SUBSECTION: O. Data Management Council

October 2011

1. Purpose

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

2. Roles and Responsibilities

In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

- a. Data Standards and Quality
 - i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
 - ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.
- b. Access and Security
 - i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
 - ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.

- iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.
- c. Change Management and Prioritization
 - i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
 - ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
- d. Training and Communication
 - i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
 - ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

3. Membership

The membership of the Council shall consist of:

- a. One member of the State Board of Education, appointed by the Board President.
- b. One representative from the Office of the State Board of Education.
- c. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- d. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.
- e. Two representatives from the State Department of Education.
- f. Two representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- g. One representative from the Division of Professional-Technical Education.
- h. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.

4. Nominating Process

The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

- b. Open Appointment
 - i. Council members shall solicit nominations from all constituency groups.
 - ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
 - iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

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STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

<u>TAB</u>	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED CHANGE TO IDAPA 08.02.01.151, RULES GOVERNING ADMINISTRATION – NEGOTIATIONS	Motion to Approve
3	PROPOSED REVISION TO IDAPA 08.02.02.015, RULES GOVERNING UNIFORMITY – IDAHO INTERIM CERTIFICATE	Motion to Approve
4	PROPOSED REVISION TO THE ENDORSEMENT LANGUAGE FOR IDAPA 08.02.02, SECTIONS 021, 023, AND 027, RULES GOVERNING UNIFORMITY	Motion to Approve
5	PROPOSED CHANGE TO IDAPA 08.02.02.100, RULES GOVERNING UNIFORMITY - OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS	Motion to Approve
6	PROPOSED CHANGE TO IDAPA 08.02.02.120, RULES GOVERNING UNIFORMITY – LOCAL DISTRICT EVALUATION POLICY	Motion to Approve
7	PROPOSED CHANGE TO IDAPA 08.02.02.140 – RULES GOVERNING UNIFORMITY, ACCREDITATION	Motion to Approve
8	TEMPORARY AND PROPOSED CHANGE TO IDAPA 08.02.03.105, RULES GOVERNING THOROUGHNESS - HIGH SCHOOL GRADUATION REQUIREMENTS	Motion to Approve

9	PROPOSED CHANGES TO IDAPA 08.02.03.111, ASSESSMENT IN THE PUBLIC SCHOOLS	Motion to Approve
10	APPROVAL FOR "NEW SCHOOL" STATUS FOR SCHOOLS IN RESTRUCTURING	Motion to Approve
11	SCHOOL DISTRICTS' TRUSTEE BOUNDARY REZONING	Motion to Approve

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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Proposed Change to IDAPA 08.02.01.151, Rules Governing Administration – Negotiations

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1272, Idaho Code Section 33-1273A, Idaho Code Sections 67-2343 through 67-2347, Idaho Code Idaho Administrative Code, IDAPA 08.02.01.151, Negotiations

BACKGROUND/DISCUSSION

This rule change deals with two aspects of collective bargaining and negotiations. First, the Students Come First law now requires district negotiations with personnel to be conducted in open session and available for the public to attend. This rule would clarify that open negotiations should adhere to Idaho's Open Meeting Law Manual.

Second, the Students Come First law now limits collective bargaining to compensation and benefits. The State Department of Education received feedback from districts, after districts completed collective bargaining this year, that the definition of compensation and benefits needed to be further clarified. This rule change defines salary as "any monies paid to an employee pursuant to an employment contract, the form of which is approved by the Superintendent of Public Instruction pursuant to Section 33-513, Idaho Code, and the process by which the school district board of trustees will determine local student achievement share awards." The rule change also specifies that the inclusion of any other items in a negotiated agreement is prohibited.

ATTACHMENTS

Attachment 1 – Proposed Changes to IDAPA 08.02.01.151

Page 3

BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.01.151 Rules Governing Administration – Negotiations, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

IDAHO ADMINISTRATIVE CODE State Board of Education

IDAPA 08.02.01 Rules Governing Administration

151. NEGOTIATIONS

01. Open Meeting. For the purposes of Section 33-1273A, Idaho Code, all open meeting negotiations shall adhere to Sections 67-2343 through 67-2344 and 67-2346 through 67-2347, Idaho Code, including posting agendas and such notices on the main page of the school district's website.

02. Collective Bargaining Limited to Compensation and Benefits. Items that may be included in master contracts or negotiated agreements shall be limited to the specific items defined under the terms "Compensation" and "Benefits" under Section 33-1272, Idaho Code. For the purposes of the definition of "Compensation" as stated in Section 33-1272, Idaho Code, the term "salary" means any monies paid to an employee pursuant to an employment contract, the form of which is approved by the Superintendent of Public Instruction pursuant to Section 33-513, Idaho Code, and the process by which the school district board of trustees will determine local student achievement share awards pursuant to Section 33-1004I, Idaho Code. The inclusion of any other items in a master contract or negotiated agreement is hereby prohibited. Any items included in violation of this provision are hereby declared null, void and of no force or effect.

15<u>+2</u>. -- 199. (RESERVED)

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Proposed revision to IDAPA 08.02.02.015, Rules Governing Uniformity – Idaho Interim Certificate

REFERENCE

June 13-14, 2007

Appeared on the State Board of Education Agenda for approval but was pulled from discussion pending further consideration. The intent of pulling this topic from the agenda was to determine whether or not the Reinstatement of an Expired Certificate belong under the Idaho Interim Certificate or in another section of IDAPA.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule change was initially brought before the Board during its June 13-14, 2007 meeting but was pulled from the agenda pending further discussion. The necessary discussion surrounding the topic was to determine whether or not the Reinstatement of an Expired Certificate belong under the Idaho Interim Certificate or in another section of Idaho Administrative Rules. After much discussion between the Professional Standards Commission and the Department's Teacher Certificate did mandate a nonrenewable three (3) year Interim Certificate. The most appropriate location for the Reinstatement of an Expired Certificate is under the Idaho Interim Certificate; IDAPA 08.02.02.015

The intent of the Department's Office of Certification was to resubmit this rule change, as it was initially presented, at the August 9-10, 2007 Board meeting. Unfortunately it was overlooked and never made it back through the promulgation process.

The need for an Interim Certificate for the Reinstatement of an Expired Certificate still exists today. This rule change responds to a statewide challenge in meeting federal guidelines for Highly Qualified teacher status and teacher shortages. This allows for greater flexibility and a shorter timeline for Idaho-trained educators to return to the teaching field with the necessary certification. This change allows for a three (3) year interim certificate to be issued to any Idaho-trained educator whose certificate has expired.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.015, Language Revisions

Page 3

BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.02.015, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

015. IDAHO INTERIM CERTIFICATE.

01. Issuance of Interim Certificate. The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances.

(4-2-08)

a. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. (4-7-11)

b. Technology. Out-of-state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)

02. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate, that has lapsed for one year or greater, may be issued a nonrenewable three (3) year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy and performance assessments. (______)

02.03. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the "Accredited Institutions of Postsecondary Education" and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three (3) year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules.

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Proposed Revision to the Endorsement language for IDAPA 08.02.02, Sections 021, 023, and 027, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

08.02.02.021 Endorsements

The Exceptional Child Certificate is not a stand-alone certificate and must include an endorsement. IDAPA 08.02.02.021 does not include the *Exceptional Child Certificate* as one of the certificates eligible for endorsement.

08.02.02.023.04 English as a New Language (ENL) (K-12)

This rule clarification is in response to the need for a more clearly stated intent of the endorsement language. The manner in which the endorsement language is worded, unfortunately allows for interpretation that any *Modern Language* could meet the four (4) semester credit hour requirement. If that were the case, any four (4) credits of English, for example, could be argued as meeting the requirement. The intent of the endorsement is that the candidate shall have four (4) semester credit hours of *Modern Foreign Languages* to better serve ENL students. By making this revision to the endorsement language, current and best practices will be more accurately reflected.

08.02.02.027.02 School Psychologist Endorsement

The Idaho School Psychologists Association (ISPA) proposed to the Professional Standards Commission (PSC) that the Idaho State Department of Education accept National Certification requirements for School Psychologists (NCSP) in place of the standard six (6) professional development credits. This program is offered through the National Association of School Psychologists (NASP), and should be considered as an additional avenue to meet state certification and recertification requirements.

The process for certification and recertification through NASP are significantly more rigorous than current Idaho requirements. Currently, 33 states (including those neighboring Idaho) accept these National Certification requirements, and the PSC recommends that Idaho also accepts this practice.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02, Sections 021, 023, and 027 Language Revisions Page 3

BOARD ACTION

08.02.02.021 Endorsements

I move to approve the Proposed Rule changes to IDAPA 08.02.02.021, Rules Governing Uniformity, Endorsements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

08.02.02.023.04 English as a New Language (ENL) (K-12)

I move to approve the Proposed Rule changes to IDAPA 08.02.02.023, Rules Governing Uniformity, Endorsements E - L, English as a New Language (ENL) (K-12), as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

08.02.02.027.02 School Psychologist Endorsement

I move to approve the Proposed Rule changes to IDAPA 08.02.02.027.02, Rules Governing Uniformity, School Psychologist Endorsement, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, <u>Exceptional Child Certificate</u>, 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.

(<u>3 29 10)(</u>)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

05. Family and Consumer Science (6-12). (3-16-04)

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

b. Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

06. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course.

(4-11-06)

07. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

08. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

09. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include a minimum of three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. (5-8-09)

10. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Elementary methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. (4-7-11)

11. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

12. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

13.	Journalism (6-12). Follow one (1) of the following options:	(3-16-04)
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a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

14.Library Media Specialist (K-12). Twenty (20) semester credit hours in the field of EducationMedia or Library Science, including a minimum of:(5-8-09)

a.	Collection Development/Materials Selection;	(5-8-09)
b.	Literature for Youth or Children;	(5-8-09)
c.	Organization of Information (Cataloging and Classification);	(5-8-09)
d.	School Library Administration/Management; and	(5-8-09)
e.	Library Information Technologies and Information Literacy.	(5-8-09)

15. Literacy (K-12). Twenty (20) semester credit hours in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/Diagnostic/Remedial Reading; and Teaching Writing. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. Remaining credits must be taken in the area of teaching literacy. (5-8-09)

027. PUPIL PERSONNEL SERVICES CERTIFICATE.

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (5-8-09)

b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. in order to renew the endorsement. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)(____)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

 d.
 Earn a current and valid National Certification for School Psychologists (NCSP) issued by the

 National Association of School Psychologists (NASP).
 (_____)

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 either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

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.

(5-8-09)

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: (5-8-09)

i.	Health program management;	(5-8-09)
ii.	Child and adolescent health issues;	(5-8-09)
iii.	Counseling, psychology, or social work; or	(5-8-09)
iv.	Methods of instruction.	(5-8-09)

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. (5-8-09)

04. 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. (3-29-10)

05. Speech-Language Pathologist 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 will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. Audiology 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 will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

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. (3-29-10)

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Proposed Change to IDAPA 08.02.02.100, Rules Governing Uniformity - Official Vehicle for Approving Teacher Education Programs

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

The National Council for the Accreditation of Teacher Education (NCATE) is undergoing a merger with the Teacher Education Accreditation Council (TEAC) to consolidate efforts into a single national accrediting organization. The planned name for this new organization is to be the Council for the Accreditation of Educator Preparation (CAEP). However, because the intricate details of this merger are so complex, and have yet to be fully defined, the Professional Standards Commission recommends revising the IDAPA language so that the Official Vehicle For Approving Teacher Education Programs is referred to only as the "accepted national standards for the accreditation of educator preparation". This will allow the accreditation process to remain focused on a single set of nationally recognized standards, yet retain necessary state control.

In addition to national accreditation standards, the utilization of, and emphasis on, the Idaho Standards for Initial Certification of Professional School Personnel, enables the Idaho State Board of Education to have more oversight of the teacher preparation program approval process. The state will begin to conduct focused reviews of state-specific, core teaching requirements that may be adjusted over time, depending upon state-wide initiatives. The emphasis on state reviews anticipated over the next decade will include integration of technology and use of student data, as well as pre-service preparation that will address effective K-12 practices in the teaching of the Common Core Standards.

IMPACT

In order to produce graduates eligible for Idaho teacher certification, pre-service preparation units must offer programs that align to State Standards. Additional cost for State-Specific Program Reviews will be funded through the Professional Standards Commission.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.100 Language Revisions

Page 3

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.02.100, Rules Governing Uniformity - Official Vehicle for Approving Teacher Education Programs, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

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

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved-Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004 which are based upon the accepted national standards for the accreditation of educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until and must be implemented within a period not to exceed two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. (4.6.05)(____)

02. Effective Date. The effective date for the NCATE approved Idaho Standards for the Initial Certification of Professional School Personnel is September 1, 2001. Students with junior or senior standing and currently enrolled in an institution's program that does not meet the Standards will be eligible for certification in Idaho after successfully completing their program if this program is completed within two (2) years of the September 1, 2001 effective date. All programs not meeting the Standards will be responsible for informing enrolled students of their non compliance.

03. <u>02.</u> **Reference Availability**. The Idaho Standards for the Initial Certification of Professional School Personnel are incorporated herein by reference and are available for inspection. <u>in the Office of the State Board of Education</u>. <u>Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov.</u> <u>(3 30 01)(</u>)

04. 03. Continuing Accreditation Approval.

a. The state of Idaho will follow the <u>a</u> Nnational <u>accreditation</u> Ccouncil for Accreditation of Teacher Education (NCATE) model and by which institutions shall pursue continuing approval through a full program review every at the end of seven (7) years. following baseline approval. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3 16 04)(____)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review.

05. <u>04.</u> **Payment Responsibilities for Teacher Preparation Program Reviews**. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all in-state expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. (4-6-05)

(4 - 1 - 97)

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Proposed Change to IDAPA 08.02.02.120, Rules Governing Uniformity – Local District Evaluation Policy

REFERENCE

August 20, 2009

M/S (Luna/Soltman): To approve the pending rule – Docket 08-0202-901 – Local District Evaluation Policy. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-513, Idaho Code Section 33-514, Idaho Code Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy

BACKGROUND/DISCUSSION

The Students Come First laws require that parent input be included in teacher and school-based administrator evaluations and that at least fifty percent (50%) of administrator and teacher evaluations are based on growth in student achievement, as determined by the board of trustees. The changes to this rule further clarify the new parent input and growth in student achievement requirements. They also make the domains and components of the teacher evaluation framework consistent with Charlotte Danielson's Framework for Teaching, Second Edition (as referenced in the rule) and correct Idaho Code citations.

ATTACHMENTS

Attachment 1 – Proposed Changes to IDAPA 08.02.02.120 Page 3

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.02.120 Rules Governing Uniformity – Local District Evaluation Policy, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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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. 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. (3-29-10)

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: (3-29-10)

a.	Domain 1 - Planning and Preparation:	(3-29-10)
i.	Demonstrating Knowledge of Content and Pedagogy;	(3-29-10)
ii.	Demonstrating Knowledge of Students;	(3-29-10)
iii.	Setting Instructional GoalsOutcomes;	(3-29-10)()
iv.	Demonstrating Knowledge of Resources;	(3-29-10)
v.	Designing Coherent Instruction; and	(3-29-10)
vi.	AssessingDesigning Student LearningAssessments.	(3-29-10)()
b.	Domain 2 – <u>LearningThe Classroom</u> Environment:	(3-29-10)()
i.	Creating an Environment of Respect and Rapport;	(3-29-10)
ii.	Establishing a Culture for Learning;	(3-29-10)
iii.	Managing Classroom Procedures;	(3-29-10)
iv.	Managing Student Behavior; and	(3-29-10)
v.	Organizing Physical Space.	(3-29-10)
c.	Domain 3 - Instruction and Use of Assessment:	(3-29-10)
i.	Communicating Clearly and Accurately with Students;	(3-29-10)<u>(</u>)
ii.	Using Questioning and Discussion Techniques;	(3-29-10)
iii.	Engaging Students in Learning;	(3-29-10)
iv.	Providing Feedback to Students; Using Assessment in Instruction; and	(3-29-10)()
v.	Demonstrating Flexibility and Responsiveness; and.	(3-29-10)
vi.	Use Assessment to Inform Instruction and Improve Student Achievement.	(3 29 10)

STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

d. Domain 4 - Professional Responsibilities: (3-29-10)i. Reflecting on Teaching; (3-29-10)ii. Maintaining Accurate Records; (3-29-10)iii. Communicating with Families; (3-29-10)Contributing to the School and DistrictParticipating in a Professional Community; (3 29 10)(____) iv. Growing and Developing Professionally; and (3-29-10)v. vi. Showing Professionalism. (3-29-10)

<u>02.</u> Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code).

<u>03.</u> <u>Student Achievement.</u> For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least 50% of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). (____)

0203. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 136, 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 + 97)((-))

0304. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: $(4 ext{ 1-97})($

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

STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

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)

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. (3-29-10)

I. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

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. (3-29-10)

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. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

04<u>05</u>. **Evaluation Policy - Frequency of Evaluation**. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. <u>All contract personnel shall be evaluated at least once annually.</u> 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)

0506. 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). (4 + 97)(

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Proposed Change to IDAPA 08.02.02.140 – Rules Governing Uniformity, Accreditation

REFERENCE

August 9-10, 2007M/S (Luna/Soltman): To approve the request by the
State Department of Education to amend IDAPA
08.02.02.140 as submitted.MotionCarried
unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code Idaho Administrative Code, IDAPA 08.02.02 – Section 140, Accreditation

BACKGROUND/DISCUSSION

Idaho Code, Section 33-119, requires the State Board of Education to establish standards for the accreditation of any secondary school and set standards for all elementary schools as it may deem necessary. In August, 2007, the State Board of Education eliminated the Idaho State Accreditation process and adopted the Northwest Association of Accredited Schools (NAAS) standards for accreditation purposes due to the fact that a duplication of efforts existed between the two processes. This change allowed the State Department of Education to reallocate funding to other program areas within the department and provided an opportunity to divert some of those funds back into classrooms across Idaho.

Since that time, the Northwest Association of Accredited Schools has changed their name to the Northwest Accreditation Commission (NWAC) to better reflect their organizational structure as a commission rather than an association due to changes in membership and representation. The standards by which schools are accredited in Idaho have not changed as a result of this name change.

ATTACHMENTS

Attachment 1 – Proposed Rule Change

Page 3

BOARD ACTION

I move to approve the Proposed Rule change to IDAPA 08.02.02.140, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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IDAPA 08 TITLE 02 CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code) (4-2-08)

01. Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)

 02.
 Standards. Schools will meet the accreditation standards of the Northwest Association of Accredited SchoolsAccreditation Commission.
 (4 2 - 08)(____)

03. Reporting. An annual accreditation report will be submitted to the State Board of Education.

(4-2-08)

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SUBJECT

Temporary and Proposed Changes to IDAPA 08.02.03.105 and 08.02.03.106, Rules Governing Thoroughness

REFERENCE

August 19, 2009

M/S (Luna/Soltman): To approve the proposed amendments to Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness, High School Graduation Requirements. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1626, Idaho Code

Idaho Administrative Code, IDAPA 08.02.03.105, High School Graduation Requirements

Idaho Administrative Code, IDAPA 08.02.03.106, Advanced Opportunities

BACKGROUND/DISCUSSION

This rule change deals with two aspects of high school graduation requirements: dual credit as it pertains to the senior project requirements and college entrance examinations.

The Students Come First laws created a dual credit program, where students completing all state high school graduation requirements by no later than the start of their twelfth grade year are eligible to take dual credit courses paid for by the state during their twelfth grade year. The rule change notes that students participating in the dual credit program do not have to complete their senior project prior to being eligible for the program, but must complete the requirement by the end of their twelfth grade or final year of high school. This is consistent 33-1626, Idaho Code.

IDAPA 08.02.03.105 currently states that all students who entered the 9th grade in the fall of 2009 must take the COMPASS, ACT or SAT by the end of their 11th grade year in order to graduate. There are two rule changes having to do with the college entrance examination requirement.

The first change is to add the test ACCUPLACER, run by The College Board who administers the SAT. ACCUPLACER is an equivalent placement exam to COMPASS, run by ACT, and should have been added in the original rule, so that one vendor would not be promoted over another. ACCUPLACER will adequately meet requirements in the same manner as the COMPASS exam.

The second change is to allow a testing exemption for two specific student groups: special education students on an Individualized Education Program (IEP) that specifies accommodations that, if used, would not allow a reportable score

on the approved tests; and for Limited English Proficient (LEP) students who have been enrolled in a LEP program for three (3) years or less. Both ACT and SAT allow only limited accommodations for special education or LEP students to take the college entrance exam. If a state opts to use state approved accommodations, the tests would be invalidated and the scores would not be college-reportable. The intent of the original rule was to increase the college going student population, thus a non-reportable score would be contrary to the intent. This exemption mirrors the exiting exam requirement in IDAPA 08.02.03.06, that allows these specific groups of students to enter into an alternate graduation mechanism.

If either of these student groups would request to take the college entrance exam, they would be able to do so within the state contract with the limited ACT or SAT accommodations, or no accommodations.

This rule is being run as temporary and proposed, because the state will be signing a contract with a college entrance exam vendor as part of the Students Come First laws this summer.

IMPACT

The state could potentially save a small amount of money in the statewide contract with either SAT or ACT if a significant portion of the special education or LEP (3 years or less) populations decide to not take the test.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Changes to IDAPA 08.02.03.105 and 08.02.03.106 Page 3

BOARD ACTION

I move to approve the Temporary/Proposed Rule changes to IDAPA 08.02.03.105 Rules Governing Thoroughness – High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the Temporary/Proposed Rule changes to IDAPA 08.02.03.106 Rules Governing Thoroughness – Advanced Opportunities, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

IDAPA 08 TITLE 02 CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.<u>bc</u>. through 105.01.<u>gh</u>.

(3 29 10)(8-11-11)T

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Students may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school. (3-29-10)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

(3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, <u>ACCUPLACER</u>, ACT or SAT. Scores must be included in the Learning Plan. (5-8-09)

a. Students may elect an exemption from the college entrance exam requirement if they are:(8-11-11)T

i. Enrolled in a special education program and have an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (8-11-11)T

<u>ii.</u> Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (8-11-11)T

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.

(3-29-10)(8-11-11)T

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections $105.01.\underline{bc}$. through $105.01.\underline{bh}$. in addition to the courses completed in middle school. (3.29.10)(8-11-11)T

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan.

School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

a.	Before entering an alternate measure, the student must be:	(4-2-08)
i.	Enrolled in a special education program and have an Individual Education Plan (IEP); o	r (3-20-04)
ii.	Enrolled in an Limited English Proficient (LEP) program for three (3) academic years o	r less; or (3-20-04)
iii.	Enrolled in the fall semester of the senior year.	(3-20-04)
b.	The alternate plan must:	(4-7-11)
i.	Contain multiple measures of student achievement;	(4-7-11)
ii.	Be aligned at a minimum to tenth grade state content standards;	(4-7-11)
iii.	Be aligned to the state content standards for the subject matter in question;	(4-7-11)
iv.	Be valid and reliable; and	(4-7-11)
v. nance.	Ninety percent (90%) of the alternate plan criteria must be based on academic profi	ciency and (4-7-11)

performance.

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (3-30-07)

O1.Dual Credit. Students participating in the Dual Credit for Early Completers program (33-1626,
Idaho Code) need not have completed their senior project prior to being eligible. However, students must still
complete a senior project by the end of grade twelve (12) or their final year of high school.(8-11-11)T

SUBJECT

Proposed changes to IDAPA 08.02.03.111, Assessment in the Public Schools.

REFERENCE

June 17, 2010

M/S (Atchley/Edmunds): To approve the request by the Idaho State Department of Education to waive IDAPA 08.02.03.111.07.b for the 2010-2011 school year which requires the State Department of Education to administer the Direct Math and Direct Writing Assessment. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code, Rules—Executive department; Idaho Administrative Code, IDAPA 08.02.03 Rules Governing Thoroughness; Section 111, Assessment in the Public Schools; Subsections 03, 06, and 07

BACKGROUND/DISCUSSION

IDAPA 08.02.01.001, allows the State Board of Education to grant a waiver of any rule not required by state or federal law to any school district upon written request. In June, 2010, the State Department of Education (SDE) received a waiver to discontinue the Direct Math (DMA) and Direct Writing Assessments (DWA) under IDAPA 08.02.03.111 for the 2010-2011 school year. SDE sought the waiver because the state is moving to the next generation of assessments through using the state's Common Core Standards and associated assessments. In addition, DMA and DWA results were not received in a timely manner and used to guide instruction test results. There were also concerns about reliability in scoring the tests as they are hand scored. Previous resources used to fund DWA and DMA are now being used to develop end of course assessments.

The Department is requesting to change the IDAPA rules cited by removing reference to Direct Writing Assessment (DMA) and Direct Math Assessment (DMA). The DWA and DMA have served their purpose, and SDE is focusing efforts on end of course assessments, the next generation of assessments, and the administration of a college entrance exam for all juniors.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.111; Subsections 03, 06, 07 Page 3

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.111, Subsections 03, 06, 07, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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IDAPA 08 TITLE 02 CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), and the Idaho Alternate Assessment, and a college entrance exam.

(4 2 08)()

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4 2 08)(___)

f.Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, IdahoAlternate Assessment, Idaho English Language Assessment.(4 2 - 08)(___)

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4 2 08)(___)

h.Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, IdahoAlternate Assessment, Idaho English Language Assessment.(4-2-08)(___)

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4 2 08)(___)

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)(___)

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

I. Grade 11 - Idaho English Language Assessment, college entrance exam. (4-2-08)(____)

 m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)

n. Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. (5-8-09)

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

e-b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)(___)

d-<u>c</u>. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. $(5 \ 3 \ 03)($

e-d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. $(4 \ 2 \ 08)($ ____)

fe.The Idaho English Language Assessment will be administered in a time period specified by the
State Board of Education. $(4 \ 2 \ 08)($ __)

SUBJECT

Approval for "New School" status for Schools in Restructuring

REFERENCE

January 14, 2008	M/S (Luna/Stone): To approve the restructuring rubric for Idaho Local Education Agencies and Schools. <i>Motion carried unanimously.</i>
February 18, 2010	M/S (Luna/Edmunds): To approve the request by the

M/S (Luna/Edmunds): To approve the request by the State Department of Education to approve Scott Crane, Gary Johnstone, Bill Parrett, Greg Alexander, Marybeth Flachbart and Anne Ritter as members of the Restructuring Subcommittee, all for a term of three years. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

34 CFR §200.34, Section 1116(b)(8) No Child Left Behind Page 13, Appendix A, State of Idaho Consolidated State Application Accountability Workbook

BACKGROUND/DISCUSSION

According to No Child Left Behind (NCLB), schools that have not demonstrated Adequately Yearly Progress (AYP) for 5 consecutive years enter into a status called Restructuring. This is preceded by a 3-year period of planning and implementing School Improvement Plans and Corrective Action Plans. According to the law, "Restructuring" means that a school must implement one of five options for alternative governance in order to significantly and substantially change the operations of and academic results in the school. Restructuring is implemented in a two phase process: a year of planning for alternative governance and, if the school fails to make AYP again, a second year of implementing the alternative governance. The options for alternative governance are:

- a. Replace all or most of the school staff
- b. Enter into a contract with an entity...to aid in the operation of the school
- c. Turn the operation of the school over to the state education agency, if the state agrees
- d. Re-open as a public charter school
- e. Implement any **other** major restructuring of the school's governance that is consistent with the principles set forth in SDE's restructuring rubric.

A Restructuring Plan and the implementation of alternative governance do not guarantee that a school will exit from the school improvement status or timeline. Schools stay in needs improvement status until they (a) meet AYP for two consecutive years OR (b) it is determined that they have substantially become a "New School" for the purpose of accountability.

According to the *State of Idaho Consolidated State Application Accountability Workbook,* Appendix A, the Idaho Board of Education has authority under NCLB to grant New School Status to schools that have restructured. A New School is one that, in the process of restructuring, has become substantially different. In other words, the way it does business now is highly distinguishable from the way it looked when first entering into needs improvement status. The State Board of Education Subcommittee on Restructuring evaluates such schools holistically to make such a determination and recommends the New School status for approval to the Board of Education.

To evaluate the changes a school has made, the Subcommittee on Restructuring evaluates the evidence that the school has submitted via a comprehensive portfolio that represents what the school has accomplished. Any school recommended and approved as a New School is thereby exited from restructuring and needs improvement status

IMPACT

There is no fiscal impact. If approved, the schools will no longer be identified for school improvement.

ATTACHMENTS

Attachment 1 - Timeline and Process for "New School" status for sch	lools	in
Restructuring F	Page	3
Attachment 2 – List of Appointed Subcommittee Members F	Page	5
Attachment 3 – Summary of Schools and Recommendation F	Page	7
Attachment 4 – Example Letters Regarding Recommendation F	Page	9
Attachment 5 – Example of Completed Rubrics F	Page 1	11

BOARD ACTION

I move to accept the recommendations by the Subcommittee on Restructuring and grant "New School" status to the submitted schools in Restructuring, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Timeline and Process for "New School" status for Schools in Restructuring

January 2008	State Board of Education approved a scoring rubric to use with
	schools in Restructuring
June 2009	State Board of Education approved the design for a Subcommittee
	on Restructuring
December 2009	State Board of Education took nominations for members of the
	Subcommittee on Restructuring
February 2010	State Board of Education confirmed appointments to the
	Subcommittee on Restructuring
May 2010	Subcommittee on Restructuring reviewed first round of New
	School Status petitions and made recommendations regarding
	which should be approved
August 2010	State Board of Education approved the first round of New School
	Status petitions that were favorably recommended by the
	Subcommittee on Restructuring
January 2011	State Department of Education notified schools in Restructuring
	that they could petition the State for New School status by
	preparing a portfolio and presenting to the Subcommittee on
	Restructuring.
January 2011	State Department of Education provided training to schools in
	Restructuring related to how to apply for New School Status
March-April 2011	The Subcommittee on Restructuring met with State Department of
	Education staff to coordinate expectations and design for a May
	review of New School Status petitions
May 2011	The Subcommittee on Restructuring conducted a review of New
	School Status petitions (i.e., portfolios) and made determinations
	about the recommendations to be made at the August Board of
	Education Meeting
June 2011	State Department of Education notified those who petitioned for
	New School Status of the recommendations that will be made by
	the Subcommittee on Restructuring

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List of Appointed Subcommittee Members

- Emma Atchley, Chair, State Board Member
- □ Anne Ritter, Meridian School Board
- Dr. William Parrett, Center for School Improvement, Boise State University
- Dr. Scott Crane, Superintendent, Blackfoot School District
- Gary Johnston, State and Federal Programs Director, Vallivue School District
- Greg Alexander, Principal, Sacajawea Elementary
- Marybeth Flachbart, Deputy Superintendent, Student Achievement & School Improvement, State Department of Education

State Department of Education Staff Members

Steve Underwood, Director, Statewide System of Support, State Department of Education

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Schools which the Subcommittee on Restructuring recommends that the State Board of Education **approve** for New School Status:

School District	School	Subcommittee Determination
Bonneville School District - #93	Rocky Mountain Middle School	Recommended
Buhl School District - #412	Popplewell Elementary	Recommended
Cassia County School District - #151	Burley Senior High School	Recommended
Cassia County School District - #151	Cassia Alternative High School	Recommended
Cassia County School District - #151	Declo Elementary	Recommended
Cassia County School District - #151	White Pine Intermediate	Recommended
Gooding School District - #231	Gooding Elementary	Recommended
Jerome School District - #261	Jerome Middle School	Recommended
Middleton School District - #134	Middleton Middle School	Recommended
Minidoka School District - #331	Paul Elementary	Recommended
Pocatello School District - #25	Wilcox Elementary	Recommended
Twin Falls School District - #411	Robert Stuart Middle School	Recommended

Schools that submitted a petition for New School Status, but which the Subcommittee on Restructuring recommends that the State Board of Education **<u>not approve</u>** for New School Status:

School District	School	Subcommittee Determination		
Buhl School District - #412	Buhl Middle School	Not Recommended		
Cassia County School District - #151	Declo Junior High	Not Recommended		
Pocatello School District - #25	Hawthorne Middle School	Not recommended		
Preston School District - #201	Oakwood Elementary	Not Recommended		
Twin Falls School District - #411	Vera C. O'Leary Junior High School	Not Recommended		

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 TOM LUNA STATE SUPERINTENDENT PUBLIC INSTRUCTION

May 26, 2011

Molly Burger Middleton Middle School Middleton School District 5 South 3rd Ave West, ID 83644 mburger@msd134.org

Dear Ms. Burger:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio petition for New School status. The subcommittee has determined that Middleton Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2011-12 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

Steven M. Underwood

Steve Underwood Director, Statewide System of Support Division of Student Achievement & School Improvement

Cc: Richard Bauscher Aaron Mitchell Aaron Mitchell rbauscher@msd134.org amitchell@msd134.org amitchell@msd134.org

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

TAB 10 Page 9



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720 BOISE, IDAHO 83720-0027 TOM LUNA STATE SUPERINTENDENT PUBLIC INSTRUCTION

May 26, 2011

Chris Stevens Hawthorne Middle School Pocatello School District 3115 Poleline Road, ID 83201 stevench@sd25.k12.id.us

Dear Ms. Stevens:

The State Board of Education subcommittee on school restructuring has completed their review of your portfolio petition for New School status. I regret to inform you that the subcommittee has determined that there is insufficient evidence to grant New School Status to Hawthorne Middle School under the alternative governance clause in NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. Therefore, the subcommittee is **not able to recommend** your application for New School status to the State Board of Education at this time. A summary and comments may be found in rubric included with this letter.

Please know that you are invited to resubmit during next year's petition window. In the meantime, if there is any way in which the State can assist you in your efforts, please let me know. I thank you for your submission and the hard work you are doing on behalf of Idaho's children.

Sincerely,

Steven M. Underwood

Steve Underwood Director, Statewide System of Support Division of Student Achievement & School Improvement

Cc: Mary Vagner Jan Harwood Kathy Luras vagnerma@d25.k12.id.us harwooja@d25.k12.id.us luraska@d25.k12.id.us

Telephone 208-332-6800

Speech/Hearing Impaired 1-800-377-3529

AUGUST 11, 2011

District:

School Name: Middleton Middle School

Middleton SD

Rubric for Evaluating Restructuring Plans

Evaluate each of the ten parts separately. Indicate whether the proposal¹ *Does Not Meet Standard, Meets Standard,* or is an *Exemplary Plan*. Give each question a total number of points that reflects the evaluation. In the comments section list any additional information that would help the school/district strengthen the proposal.

RUBRIC SECTION		DOES NOT MEET STANDARD			ETS DARD	EXEMPLARY PLAN
 Part 1: Purpose The statement of purpose is specified in No Child Left Behind (NCLB) guidance. All plans will have the same purpose. The exact language in the statute is: The plan has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging State and local content and performance standards. The design directly addresses needs that have been identified through a school needs assessment. Directions to the Reviewers: Score this section last. Once you have reviewed the entire plan use this section to evaluate the alignment and cohesiveness of parts 2-10. 	0		2	3	4	5
Part 2: Needs Assessment Does the plan include a summary of their needs assessment? Does it include data on student achievement and demonstrate evidence of data collection for each of the other eight areas? Is there evidence that they have collected data on such things?	0	1	2	3	4	5

¹ For schools seeking *New School* status, scoring must be in reference to documented evidence, not proposed planning. Scores will refer to the intent of the rubric sections in terms of past actions, not future planned actions. For example, places in the rubric stating "does the plan include ____" will be understood to mean, "did the plan include ____" and is there evidence of implementation?

School Name: Middleton Middle School District:	1	Middleton	SD			
RUBRIC SECTION		DES NOT M STANDARE		M E STANI		EXEMPLARY PLAN
Part 3: Evaluation Strategies: Monitoring Implementation of This Plan This section of the plan should include current student achievement data and a well- articulated plan for monitoring the implementation of the school/district restructuring plan. It should include a description of the goals, activities, a timeline and measurable outcomes. It should include a plan for measuring the outcomes that will indicate that the school/district is progressing toward improving student achievement.	0	1	2	3	4	5
Part 4: Instruction: Instructional Methods, Strategies and Extended Instructional Time, Curriculum Materials This component of your plan describes the system in place and the proposed changes the school/district will make in the core curriculum of math and reading (Tier 1). Particular attention should have been given to how the assessment plan creates a safety net that triggers (Tier 2) interventions for students who are identified as needing additional practice, time, and/or instruction. A third tier (Tier 3) will allow for those students that require intensive intervention to bring them to grade level and maintain their achievement. These interventions should be described in terms of time, materials, instructional strategies and personnel resources.	0	1	2	3	4	5
Part 5: Assessment Plan The assessment piece of the School/District Restructuring Plan should include regular progress monitoring of students in either Tier 2 (strategic) or Tier 3 (intensive) instruction. When reviewing the plan consider whether or not the proposed system of data collection will identify needs for adjustment in instruction in a timely manner. It should also include an ongoing method of data analysis among all staff, building and district level leadership.	0	1	2	3	4	5
Part 6: Classroom Management The plan should include a methodology for collecting current classroom management practices. It may also contain information regarding professional development in the area of management techniques provided at either the district or school level. A description of district/school administrator's knowledge of positive behavior supports would strengthen the proposal.	0	1	2	3	4	5

AUGUST 11, 2011

School Name: Middleton Middle School District:	Ν	Aiddleton	SD			
RUBRIC SECTION		ES NOT M		M e STAN	-	EXEMPLARY PLAN
Part 7: Professional Development & Mentor Program Professional development and mentoring are not optional. They should be a cornerstone of the plan for restructuring the school and should exist at all levels within the district and school. If the proposal includes adopting new curricular material, the plan must address the duration of professional development and include opportunities for follow up training and on-site coaching by either district staff or consultants.	0	1	2	3	4	5
Part 8: Parental and Community Involvement School/district plans should include specific objectives and activities designed to increase parent and community involvement. The plan should include both school/district wide objectives as well as objectives targeted towards particular community members.	0	1	2	3	4	5
Part 9: School Management School/district restructuring plans must include a method for continuous improvement and shared leadership. When reviewing the plan consider whether or not the proposed are sustainable.	0	1	2	3	4	5
Part 10: Coordination of Resources (Budget)When reviewing this section of the plan, pay particular attention to braiding of funding. In other words if math has been identified as a goal, is the school/district01234using all sources of funding to improve math instruction? Verify that purchases of new curricula materials and/or professional development opportunities have been included in the budget and the narrative.01234			5			

Please provide clarifying comments with your scoring when appropriate. Use additional pages as necessary. (Please reference the section of the rubric to which the comment pertains.)

AUGUST 11, 2011

District:

School Name: Middleton Middle School

Middleton SD

Reviewer Recommendation and Summary

(for New School petition use only)

\boxtimes	YES	Yes, without reservations I recommend this school be granted New School Status.
	NO	No, this school has not demonstrated sufficient improvement to be granted New School Status.
	Provisional	The reviewer has reservations about the evidence this school has provided. There may be a case for New School Status, but they have not proven their case.

Note to the Reviewer: Please provide at least three reasons below to substantiate your decision of Yes, No, or Provisional. You may provide additional comments below, but <u>the primary three comments will be used to provide the school with feedback</u> on the decision.

	Please type your comments in this column.
1)	The school has demonstrated an extremely well integrated comprehensive plan in which it is clear that the school intentionally designs its services to meet the needs of all learners. The school leadership team is commended for thinking so thoroughly about reform and taking a "whatever it takes" attitude in meeting their goals.
2)	Part of the portfolio included the school's curriculum mapping processes. These were very well articulated and obviously tied to the work of RTI and SWPBIS. Again, the school is commended for integrating its efforts in a thoughtful manner.
3)	The review committee was pleasantly surprised to learn about the strong efforts Middleton Middle School has utilized to engage the community. The example of the Community Walk aptly demonstrated the school's commitment to learning from and about the community in order to gain collective input on academic improvement.
Other thoughts (optional)	As an additional point of feedback, the committee appreciated the concise, well organized portfolio. The school was able to tell their story succinctly and in a way that drew the reviewers' attention to key points. Thank you for taking the time to put together such an easy to follow portfolio.

AUGUST 11, 2011

District:

School Name: Hawthorne Middle

Pocatello School District

Rubric for Evaluating Restructuring Plans

Evaluate each of the ten parts separately. Indicate whether the proposal¹ *Does Not Meet Standard, Meets Standard,* or is an *Exemplary Plan*. Give each question a total number of points that reflects the evaluation. In the comments section list any additional information that would help the school/district strengthen the proposal.

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¹ For schools seeking *New School* status, scoring must be in reference to documented evidence, not proposed planning. Scores will refer to the intent of the rubric sections in terms of past actions, not future planned actions. For example, places in the rubric stating "does the plan include ____" will be understood to mean, "did the plan include ____" and is there evidence of implementation?

School Name: Hawthorne Middle District: Pocatello School District						
RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 2: Needs Assessment						
Does the plan include a summary of their needs assessment? Does it include data on student achievement and demonstrate evidence of data collection for each of the other eight areas? Is there evidence that they have collected data on such things?	0	1	2 	3	4	5
Part 3: Evaluation Strategies: Monitoring Implementation of This Plan						
This section of the plan should include current student achievement data and a well-articulated plan for monitoring the implementation of the school/district restructuring plan. It should include a description of the goals, activities, a timeline and measurable outcomes. It should include a plan for measuring the outcomes that will indicate that the school/district is progressing toward improving student achievement.	0	1	2	3	4	5
Part 4: Instruction: Instructional Methods, Strategies and Extended						
Instructional Time, Curriculum Materials This component of your plan describes the system in place and the proposed changes the school/district will make in the core curriculum of math and reading (Tier 1). Particular attention should have been given to how the assessment plan creates a safety net that triggers (Tier 2) interventions for students who are identified as needing additional practice, time, and/or instruction. A third tier (Tier 3) will allow for those students that require intensive intervention to bring them to grade level and maintain their achievement. These interventions should be described in terms of time, materials, instructional strategies and personnel resources.	0	1	2	3	4	5

School Name: Hawthorne Middle District: Pocatello School District						
RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 5: Assessment Plan The assessment piece of the School/District Restructuring Plan should include regular progress monitoring of students in either Tier 2 (strategic) or Tier 3 (intensive) instruction. When reviewing the plan consider whether or not the proposed system of data collection will identify needs for adjustment in instruction in a timely manner. It should also include an ongoing method of data analysis among all staff, building and district level leadership.	0	1	2	3	4	5
Part 6: Classroom Management The plan should include a methodology for collecting current classroom management practices. It may also contain information regarding professional development in the area of management techniques provided at either the district or school level. A description of district/school administrator's knowledge of positive behavior supports would strengthen the proposal.	0	1	2	3	4	5
Part 7: Professional Development & Mentor Program Professional development and mentoring are not optional. They should be a cornerstone of the plan for restructuring the school and should exist at all levels within the district and school. If the proposal includes adopting new curricular material, the plan must address the duration of professional development and include opportunities for follow up training and on-site coaching by either district staff or consultants.	0	1	2	3	4	5
Part 8: Parental and Community Involvement School/district plans should include specific objectives and activities designed to increase parent and community involvement. The plan should include both school/district wide objectives as well as objectives targeted towards particular community members.	0	1	2	3	4	5

AUGUST 11, 2011

School Name: Hawthorne Middle District:	I	Pocatello S	School Di	strict		
RUBRIC SECTION	DOES NOT MEET MEETS STANDARD STANDARD				-	EXEMPLARY
Part 9: School Management School/district restructuring plans must include a method for continuous improvement and shared leadership. When reviewing the plan consider whether or not the proposed are sustainable.	0	1	2 ⊠	3	4	5
Part 10: Coordination of Resources (Budget) When reviewing this section of the plan, pay particular attention to braiding of funding. In other words if math has been identified as a goal, is the school/district using all sources of funding to improve math instruction? Verify that purchases of new curricula materials and/or professional development opportunities have been included in the budget and the narrative.	0	1	2	3	4	5

Please provide clarifying comments with your scoring when appropriate. Use additional pages as necessary. (Please reference the section of the rubric to which the comment pertains.)

AUGUST 11, 2011

District:

School Name: Hawthorne Middle

Pocatello School District

Reviewer Recommendation and Summary

(for New School petition use only)

	YES	Yes, without reservations I recommend this school be granted New School Status.
\square	NO	No, this school has not demonstrated sufficient improvement to be granted New School Status.
	Provisional	The reviewer has reservations about the evidence this school has provided. There may be a case for New School Status, but they have not proven their case.

Note to the Reviewer: Please provide at least three reasons below to substantiate your decision of Yes, No, or Provisional. You may provide additional comments below, but <u>the primary three comments will be used to provide the school with feedback</u> on the decision.

Please type your comments in this column.
The student achievement in reading data shows dramatic growth in a relatively short period of time in three cells:
Economically Disadvantaged, Students with Disabilities, and American Indian. The student achievement in math data shows
similar gains in all areas. The school is commended for such quick growth in a short time period. Despite the dramatic
achievement gains, the portfolio narratives did not highlight the dramatic gains that occurred. In the future, the narratives
will need to be revised to include this more explicitly. Given the gains of the last two years, greater attention should be
placed on the current improvement efforts/results.
While the school has demonstrated dramatic change in a short period of time, what the school improvement literature
references as "school turnaround", the committee determined that the change is too leader-dependent. In both the portfolio
and the presentation, the committee had concerns about the sustainability of the changes that have occurred. Part of the
evidence for which the committee is looking is that of distributed leadership and a schoolwide culture of improvement. The
evidence clearly showed strong administrative leadership and expectations that resulted in improved outcomes. However, it
was not evident that the staff at large is on board in such a way as to continue the work should the leader be removed from
the equation for some reason. Without this embedded culture of effectiveness, the committee cannot approve New School
Status at this time. If the school's larger culture changes in the coming year or two, and if the academic outcomes sustain, the
school would be encouraged to resubmit.
Areas such as Purpose, Needs Assessment, Evaluation Strategies, and School Management have been marked just shy of
meeting requirements because of the lack of distributed leadership and lack of a collective responsiveness to accountability.
Because of what was noted above about school culture, these areas have not been sufficiently addressed. The school's leader
has indeed assessed needs, determined monitoring strategies, and certainly manages the school with an emphasis on

AUGUST 11, 2011 District:

School Name:	Hawthorne Middle	District:	Pocatello School District
			m to assist her with decision making. However, the down leadership with bottom-up leadership.
thoughts (optional)	n accomplished at Hawthorne Middle School. The s. The New School approval process, however, is conditions that are now present in the school. The is necessary in terms of conditions. As such, the sses to now focus more intentionally on building the rnally driven collective response to accountability. If resubmit a petition at that time for New School Status.		

SUBJECT

Approval of Idaho School Districts Trustee Boundary Rezoning as Required by Idaho Statute and the 2010 Census Data

REFERENCE

April 20-21, 2011

M/S (Soltman/Goesling): To approve the requirements for school district trustee zone equalization proposals as submitted. *Motion carried unanimously.*

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Section 33.313

BACKGROUND / DISCUSSION

Section 33-313, Idaho code mandates school districts submit to the State Board of Education for approval a proposal to redefine and change trustee zones which will equalize the population in each zone in the district within one hundred twenty (120) days following the decennial census. The Department has worked in Collaboration with the Idaho School Boards Association (ISBA) to inform school districts of the requirements and provide technical assistance. The ISBA has contracted with Quadrant Consulting to review all of the school district proposals. At the April 20-21, 2011 Board meeting, the Board adopted requirements for compliance relative to the equalization of zone population. Those requirements are:

- Defining "equalized" to mean no more than a 10% variance in population between trustee zones within the district.
- Adjusted trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable, except in circumstances in which the census block lines and the school district boundary lines do not match.
- Splitting of census blocks will not be accepted, unless the school district can demonstrate to the Board that any proposed deviation will accurately account for all individuals within that census block.
- Trustee zone boundaries shall follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
- Proposal shall include a copy of the legal description of each trustee zone, a map of the district showing each zone, the approximate population of each zone.
- School districts shall use the approved legal descriptions for their school districts currently on file with the Idaho Tax Commission.
- Proposals shall be submitted to the Department of Education no later than July 8, 2011

The submitted school district proposals have been reviewed on the following criteria:

- Each submittal provided a legal description of each trustee zone boundary and the legal description met a professional standard for presenting this type of information.
- A graphic image in electronic format was to be provided that indicates the trustee zone boundaries and corresponding census blocks contained within each zone with the population attributed to each block. Boundary lines were required to not be oddly shaped.
- A summary of population for each trustee zone demonstrating that no one zone varied by more than 10% in population from any other zone.
- Census blocks were not to be split without acceptable explanation so that an accurate determination could be made regarding the location of population relative to the proposed trustee zone lines.
- Submittals were asked to verify that they utilized the Idaho 2010 census data.
- Submittals were asked to verify that they utilized the district boundary consistent with those available at the Idaho State Tax Commission.
- If possible, submissions were asked to include electronic data files (shape files) that describe the zone boundaries so that this information would be available for future use in similar exercises.

Information regarding all school districts is included in the attachments below, as either recommended for approval, disapproval, or exception based on the review criteria already listed.

School district proposals recommended for approval met all the review criteria and submittal requests. Many districts requested that census blocks be split as part of their submittal. For those districts, they were required to provide justification that they were still maintaining equalization. Splitting of blocks with no population was acceptable. Splitting of blocks that would not cause an unequal population summary if the block of population were counted on either side of the split was also acceptable. Many of these submittals were initially returned to the district and were subsequently corrected.

School district proposals not recommended for approval submitted information for review but, for one reason or another did not meet the requirements established by the Board. These submittals were returned to the district with specific requests necessary to bring the proposal into compliance. These school districts did not resubmit their proposal using the Board approved criteria.

Five (5) school districts are requesting that their proposals be accepted with some type of notable deviation from the established requirements. These school districts have included in the submittals justification for the requested exceptions.

IMPACT

Approval of the recommended for approval school district rezoning proposals will bring the trustee zones into compliance with section 33-313, Idaho code. Section 33-313, Idaho code requires school districts that have been disapproved to resubmit proposals within forty-five (45) days of disapproval.

ATTACHMENTS

Attachment 1 – 98 School Districts Trustees Boundaries Rezoning "Recommended for Approval"

> ABERDEEN DISTRICT AMERICAN FALLS JOINT DISTRICT ARBON ELEMENTARY DISTRICT AVERY DISTRICT **BASIN DISTRICT** BEAR LAKE COUNTY DISTRICT BLACKFOOT DISTRICT **BLAINE COUNTY DISTRICT** BLISS JOINT DISTRICT BONNEVILLE JOINT DISTRICT **BRUNEAU-GRAND VIEW JOINT DISTRICT BUHL JOINT DISTRICT** BUTTE COUNTY JOINT DISTRICT CALDWELL DISTRICT CAMAS COUNTY DISTRICT CAMBRIDGE JOINT DISTRICT CASCADE DISTRICT CASSIA COUNTY JOINT DISTRICT CASTLEFORD DISTRICT CHALLIS JOINT DISTRICT CLARK COUNTY DISTRICT COEUR D'ALENE DISTRICT COUNCIL DISTRICT

CULDESAC JOINT DISTRICT DIETRICH DISTRICT FILER DISTRICT FRUITLAND DISTRICT GARDEN VALLEY DISTRICT GENESEE JOINT DISTRICT GLENNS FERRY JOINT DISTRICT GOODING JOINT DISTRICT GRACE JOINT DISTRICT HAGERMAN JOINT DISTRICT HANSEN DISTRICT HIGHLAND JOINT DISTRICT HOMEDALE JOINT DISTRICT HORSESHOE BEND DISTRICT **IDAHO FALLS DISTRICT** JEFFERSON COUNTY JOINT DISTRICT JEROME JOINT DISTRICT KAMIAH JOINT DISTRICT KENDRICK JOINT DISTRICT KIMBERLY DISTRICT KUNA JOINT DISTRICT LAKE PEND 'OREILLE DISTRICT MACKAY JOINT DISTRICT MADISON DISTRICT MARSH VALLEY JOINT DISTRICT MARSING JOINT DISTRICT MC CALL-DONNELLY DISTRICT MEADOWS VALLEY DISTRICT MELBA JOINT DISTRICT MERIDIAN JOINT DISTRICT MIDDLETON DISTRICT MIDVALE DISTRICT MINIDOKA COUNTY JOINT DISTRICT MOSCOW DISTRICT MOUNTAIN HOME DISTRICT MOUNTAIN VIEW DISTRICT MURTAUGH JOINT DISTRICT NAMPA DISTRICT NEW PLYMOUTH DISTRICT NEZPERCE JOINT DISTRICT

NOTUS DISTRICT **OROFINO JOINT DISTRICT** PARMA DISTRICT PAYETTE JOINT DISTRICT PLEASANT VALLEY ELEMENTARY DISTRICT PLUMMER-WORLEY JOINT DISTRICT POCATELLO DISTRICT POST FALLS DISTRICT POTLATCH DISTRICT PRAIRIE ELEMENTARY DISTRICT PRESTON JOINT DISTRICT **RICHFIELD DISTRICT** ROCKLAND DISTRICT SALMON DISTRICT SALMON RIVER DISTRICT SHELLEY JOINT DISTRICT SHOSHONE JOINT DISTRICT SNAKE RIVER DISTRICT SODA SPRINGS JOINT DISTRICT SOUTH LEMHI DISTRICT SUGAR-SALEM JOINT DISTRICT SWAN VALLEY ELEMENTARY DISTRICT TETON COUNTY DISTRICT TROY DISTRICT TWIN FALLS DISTRICT VALLEY DISTRICT VALLIVUE DISTRICT WALLACE DISTRICT WEISER DISTRICT WENDELL DISTRICT WEST BONNER COUNTY DISTRICT WEST JEFFERSON DISTRICT WEST SIDE JOINT DISTRICT WHITEPINE JOINT DISTRICT WILDER DISTRICT

Attachment 2 – 12 School Districts Trustees Boundaries Rezoning "Not Recommended for Approval"

BOUNDARY COUNTY DISTRICT FIRTH DISTRICT FREMONT COUNTY JOINT DISTRICT KELLOGG JOINT DISTRICT KOOTENAI DISTRICT LAKELAND DISTRICT LAPWAI DISTRICT MULLAN DISTRICT NORTH GEM DISTRICT RIRIE JOINT DISTRICT ST. MARIES JOINT DISTRICT THREE CREEK JOINT ELEMENTARY DISTRICT

Attachment 3 – 5 School Districts Requesting Trustees Boundaries Rezoning Exceptions

BOISE INDEPENDENT DISTRICT COTTONWOOD JOINT DISTRICT EMMETT INDEPENDENT DISTRICT LEWISTON INDEPENDENT DISTRICT ONEIDA COUNTY DISTRICT

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-313, Idaho code requires each proposal include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have. Additionally, the requirement that these proposals be submitted following the report of the decennial census clearly indicates that the intent is that school district use the census date in determining the populations of each zone.

A few districts have argued the necessity to use the census data or census blocks in determining their zones. Using the census data gives the state a uniform reference point in time for determining the populations within each school district. When a school district splits a census block it makes it difficult to determine which portion of the population within that block is locked on each side of the split, for census blocks with a large population concentrated in one area this may result in unequalizing the population within the trustee zones. By using the census block boundaries it makes it clear the population within each zone. Of the five (5) districts requesting exceptions to the proposal submittal requirements, three of these districts are chartered districts. Chartered school districts have charters that predate the Idaho code and are subject to the terms of their charter. As an example a chartered districts charter may state that the district is treated as one zone and the trustees are elected at-large. These districts trustee zone boundaries should be approved based on the requirements of their charter.

Staff recommends approval of all of the school districts that met the Board approved requirements and disapproval of those that did not comply. Those school districts that have requested exceptions should be based on the merit of their justification for not meeting the requirements.

BOARD ACTION

I move to approve the Idaho school districts trustee boundary rezoning proposals for those school districts listed under "Recommended for Approval," as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to disapprove the Idaho school districts trustee boundary rezoning proposals for those school districts not meeting the submittal requirements and are listed under "Not Recommended for Approval," as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve BOISE INDEPENDENT DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

STATE DEPARTMENT OF EDUCATION AUGUST 11, 2011

I move to approve COTTONWOOD JOINT DISTRICT trustee zone proposal, as submitted. Moved by _____ Seconded by _____ Carried Yes ____ No ____ I move to approve EMMETT INDEPENDENT DISTRICT trustee zone proposal, as submitted. Moved by _____ Seconded by _____ Carried Yes ____ No ____ I move to approve LEWISTON INDEPENDENT DISTRICT trustee zone proposal, as submitted. Moved by _____ Seconded by _____ Carried Yes ____ No ____ I move to approve ONEIDA COUNTY DISTRICT trustee zone proposal, as submitted. Moved by _____ Seconded by _____ Carried Yes ____ No ____

BUSINESS AFFAIRS AND HUMAN RESOURCES AUGUST 11, 2011

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section II. D. – Categories of Employees – General Definitions – Second Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section II.F Policies Regarding Non-classified Employees and Section II. G Policies Regarding Faculty (Institutional Faculty Only) - Second Reading	Motion to approve
3	UNIVERSITY OF IDAHO Employment Agreement – Head Swim Coach	Motion to approve
4	UNIVERSITY OF IDAHO Employment Agreement Extension – Athletic Director	Motion to approve

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SUBJECT

Categories of Employees, Board Policy II.D. - Second Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.D.2.

BACKGROUND / DISCUSSION

In June 2011 the Board approved the first reading to amend Board policy II.D.2. on Categories of Employees.

IMPACT

Adoption of this revision to Board policy with ensure that an institution's classification of a position as "non-classified" will also constitute Board "designation," when applicable and required by Idaho Code.

ATTACHMENTS

Attachment 1 – Board Policy, Section II.D.2., 2nd Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes from the first reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board policy II.D.2., as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

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1. Classified Employee

"Classified employee" means any person appointed to or holding a position at an institution, or agency whose position is subject to the provisions of the merit examination, selection, retention, promotion, and dismissal requirements of the Idaho Division of Human Resources as provided under Chapter 53, Title 67, Idaho Code, or the policies and procedures of the University of Idaho for classified employees.

- a. Classified Employees -- Idaho Division of Human Resources Appointments, employment status, personnel actions, and primary employment benefits concerning classified employees of the Board must be administered in accordance with the rules and regulations established by the Idaho Division of Human Resources.
- b. Classified Employees -- University of Idaho Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code.
- 2. Non-classified Employees

"Non-classified employee" means any person appointed to or holding a nonclassified position at an institution or agency pursuant to section 67-5303(j), Idaho Code, and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees. The classification of a position or employee as "non-classified" by the Board, or by an institution or agency under the governance of the Board pursuant to the Board's Governing Policies and Procedures, which is not otherwise "teaching staff," constitutes Board designation of such position or employee as an "officer" under section 67-5303(j), Idaho Code.

- a. The Board's executive director and the chief executive officers of the institutions and agencies are appointed by the Board and serve at the pleasure of the Board, and may therefore be dismissed at any time, with or without cause, and without notice.
- b. As used in these personnel policies, the term "chief executive officer" shall mean the following, with reference to the appropriate entity:
 - (1) Institutions the president
 - (2) Office of the State Board of Education the executive director

- (3) The Division of Vocational Rehabilitation the administrator
- (4) The Division of Professional-Technical Education the administrator
- (5) Idaho Educational Public Broadcasting System general manager
- c. Faculty Employees

Faculty employees comprise a large and unique subset of the Board's nonclassified employees. Thus, faculty employees are addressed specifically throughout these policies and procedures.

Institutional Faculty:

- (1)"Academic faculty" means all employees who hold the rank of instructor/lecturer or a higher academic rank in an academic department at the University of Idaho, Idaho State University, Boise State University, or Lewis-Clark State College,
- (2) "Professional-Technical faculty" means all employees who hold the rank of instructor or higher in any of the five area professional-technical colleges or Eastern Idaho Technical College and who are hired under the Division of Professional-Technical Education.

References to "institutional faculty" or "faculty" in these policies include both academic and professional-technical faculty. Institutional faculty are generally subject to all of the same policies and procedures unless one group is specifically addressed or exempted.

- d. Temporary or Special Project Non-classified Employees
 - (1) This category includes (1) employees who are appointed to positions that are either temporary or for special projects and who generally meet specific position requirements for (a) grants or contracts of specified duration or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis.
 - (2) Student Employees

A student enrolled in an undergraduate, graduate, or professional-technical program at and employed by a state college, university, community college or professional-technical center when such employment is predicated on student status.

Idaho State Board of Education	
GOVERNING POLICIES AND PROCEDURES	
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES	
Subsection: D. Categories of Employees – General Definitions	August 2011

e. Head Coaches and Athletic Directors (Institutions Only) – Serve pursuant to contracts of employment as set forth in these policies and procedures.

Idaho State Board of Education **GOVERNING POLICIES AND PROCEDURES** SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES Subsection: D. Categories of Employees – General Definitions

August 2011

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SUBJECT

Board Policy II.F. and II.G. - Second Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.F. and II.G. Idaho Code §59-1606(3) Idaho Code §67-5334

BACKGROUND / DISCUSSION

In June 2011 the Board approved the first reading to amend Board policies Section II.F. and II.G. Regarding Non-classified Employees and Faculty.

IMPACT

Amending Board policy will allow institutions to payoff vacation balances when a classified employee's position is changed to non-classified, a classified employee is moved to a non-classified position, or a faculty member moves from a 12 month appointment to a position of less than 12 months.

Idaho Code §59-1606(c) provides that "any policy and procedures determined by the State Board of Education must be communicated to the state controller in writing at least one hundred eighty (180) days in advance of the effective date of the policy and procedures." As such, the actual effective date of any Board policy could be up to 180 days from approval of second reading.

ATTACHMENTS

Attachment 1 – Board Policy, Section II.F.	Page 3
Attachment 2 – Board Policy, Section II.G.	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes from the first reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy II.F and II.G., as submitted.

Moved by_____ Seconded by_____ Carried Yes____ No____

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August 2011

1. Employment Terms

- a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.
- b. Employment Contracts
 - (1) An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its nonclassified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.
 - (2) Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.B.2.c of Board Policy).
 - (3) Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.
 - (4) Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board Policy. The

August 2011

contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

- (5) No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.
- 2. Compensation
 - a. Salary All non-classified employees shall receive a fixed salary. Payment in addition to the fixed salary may be authorized by the chief executive officer and reported to the Board. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.
 - b. Salaries, Salary Increases and other Compensation related items
 - (1) Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.
 - (2) Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.
 - (3) Overtime Compensation Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work. Non-classified employees in positions that are defined as "non-exempt" under the Fair Labor Standards Act earn overtime at a rate of one and one-half (1½) hours for each overtime hour worked. Other non-classified employees may earn compensatory time

August 2011

off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.

- (4) Credited State Service The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.
- (5) Pay Periods All non-classified employees are paid in accordance with a schedule established by the state controller.
- (6) Automobile Exclusion Unless expressly authorized by the Board, no nonclassified employee will receive an automobile or automobile allowance as part of his or her compensation.
- 3. Annual Leave
 - a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Non-classified employees in positions which are covered under the Fair Labor Standards Act earn annual leave according to § 67-5334 and are subject to the maximum leave accruals in § 67-5335(2).

- b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.
- c. Professional Leave At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.
- d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.
- 4. Performance Evaluation

Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for

August 2011

implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

- 5. Non-Renewal of Non-classified Contract Employees
 - a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days notice to the employee.
 - b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the recommendation of nonrenewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

- c. The non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).
- 6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

August 2011

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Idaho State Board of Education **GOVERNING POLICIES AND PROCEDURES** SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

August 2011

1. Letters of Employment

- a. All faculty employees serve pursuant to employment contracts. The employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-tenured faculty employees have no continued expectation of employment beyond their current contract of employment. Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this letter (contract) of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."
- b. Term of Appointment All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.
- c. Non-tenured faculty and tenured faculty, who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.B.2.c of Board Policy).
- d. Faculty Rank and Promotion
 - (1) There are four (4) primary faculty ranks at each institution: (a) professor, (b) associate professor, (c) assistant professor, and (d) instructor. Each institution may establish additional faculty ranks, specify the title of each rank, and delineate the requirements for each faculty rank so established.

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

Recommendations for additional faculty ranks must be submitted by the chief executive officer to the Board for approval.

- (2) Faculty rank, including initial appointment to faculty rank and any promotion to a higher rank at an institution, is located in a department or equivalent unit.
- (3) Each institution must establish criteria for initial appointment to faculty rank and for promotion in rank at the institution. Such criteria must be submitted to the Board for approval, and upon approval must be published and made available to the faculty.
- (4) Persons who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer and approved by the Board.
- (5) A non-classified employee may hold faculty rank in a department or equivalent unit in which rank has previously been established by the institution. A non-classified employee may be granted rank at the time of appointment or subsequent thereto, or may be promoted in rank, if such employee meets the criteria for rank as established by the institution and approved by the Board.
- 2. Compensation
 - a. Salary

All initial salaries for faculty employees are established by the chief executive officer, subject to approval by the Board where applicable. Payment in addition to regular salaries must be authorized by the chief executive officer and reported to the Board. The Board may make subsequent changes for faculty employee positions or may set annual salary guidelines and delegate to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective and paid to the employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board Authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Increases and other Compensation related items

- (1) For purposes of categorizing faculty employees for salary and reporting purposes, the following definition applies: Faculty includes all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold the following academic rank or titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Report in this category deans, directors, or the equivalents, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants or medical interns or residents. (For reporting purposes, deans, associate deans, and assistant deans are included in the executive/administrative category.)
- (2) Credited State Service/Full Time Status A faculty member employed for an academic year and paid over a twelve-month period will be credited with twelve (12) months of state service. For all benefit status determinations and calculations, faculty members shall be considered full time, year round employees of the employing institution as long as the employee's teaching; research and service duties are commensurate with the full time faculty work load assignment as defined by the employing institution.
- (3) Pay Periods All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.
- (4) Automobile Exclusion Unless expressly authorized by Board policy, no faculty employee will receive an automobile or automobile allowance as part of his/her compensation.
- 3. Annual Leave
 - a. Only faculty members serving twelve (12) month appointments earn annual leave. Such annual leave shall be earned in the same manner as for non-classified employees.
 - b. Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a 12 month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.
 - c. Sabbatical Leave

Idaho State Board of EducationATTACHMENT 2GOVERNING POLICIES AND PROCEDURESATTACHMENT 2SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURESAugust 2011Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)August 2011

(1) Eligibility

A sabbatical leave may be granted at the discretion of the chief executive officer to a tenured faculty member (or a professional-technical faculty member) who has completed at least six (6) years of full-time service at an institution. A sabbatical leave may not be awarded to the same faculty member more than once in any six (6) academic years and sabbatical leave time is not cumulative. Sabbatical leave proposals must be submitted, reviewed, and processed according to policies and procedures established at each institution. A sabbatical leave may be used for the purpose of acquiring new professional skills and updating professional skills or conducting research. Sabbatical leave awards are fully dependent on the availability of appropriate funding.

(2) Term

The term of a sabbatical leave is either one (1) academic semester at full pay or two (2) semesters at half pay.

(3) Condition

Each faculty member who is granted a sabbatical leave must serve at the institution for at least one (1) academic year after completion of the sabbatical unless the chief executive officer approves a waiver of the requirement.

(4) Report on Sabbatical Leave

By the end of the first semester following return to the institution from a sabbatical leave, the faculty member must submit a written account of sabbatical activities and accomplishments to the academic vice president.

(5) Report to the Board

The chief executive officer must report the names of faculty members awarded sabbatical leaves and a brief statement of the purposes of each sabbatical in their semi-annual report to the Board

- 4. Performance Evaluation
 - Annual Evaluation Each year the chair of a department must submit to the dean of the chair's college an evaluation of each faculty member in the department. This evaluation, together with the input of higher administrators, will be used as (1) basis for the final recommendation relative to reappointment, non-reappointment, acquisition of tenure, or other personnel action, whichever is

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

appropriate. The chairman must communicate an assessment of strengths and weaknesses to each faculty member evaluated.

- b. Evaluation Criteria Evaluation of faculty should be made in terms of the individual's effectiveness. Each institution shall publish its criteria for annual evaluation and ensure that all members of the faculty have access to the criteria.
- c. Any written recommendations that result from evaluation of a faculty employee will be given to the employee and a copy will be placed in the employee's file.
- d. Each institution must develop policies, procedures, and measurement instruments to be used in the evaluation by students of faculty teaching effectiveness.
- 5. Non-renewal of Non-tenured Faculty Members
 - a. Notice of non-renewal must be given in writing and in accordance with the following standards:
 - (1) First Year Of Service Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year and is not to be renewed, at least three (3) months in advance of its termination.
 - (2) Second Year of Service Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination.
 - (3) Three (3) Or More Years Of Service Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its termination.
 - (4) Failure to provide timely notice of non-renewal because of mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.
 - (5) Financial Exigency Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.

Idaho State Board of EducationATTACHMENT 2GOVERNING POLICIES AND PROCEDURESATTACHMENT 2SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURESAugust 2011Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)August 2011

- b. Request For Review
 - (1) Non-renewal is not subject to investigation or review except that the employee may request an investigation or review to establish that written notice was or was not received in accordance with the time requirements set forth in this section. In such cases, the investigation or review will be concerned only with manner and date of notification of non-renewal. The employee must request such investigation or review in writing of the chief executive officer within fifteen (15) days of receipt of the written notice of nonrenewal.
 - (2) Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-reappointment was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits etc. as set forth for the grievance of non-renewal by non-classified employees shall be used (see subsection F).
- c. Non-tenured faculty members who are notified that they will not be reappointed or that the succeeding academic year will be the terminal year of appointment are not entitled to a statement of reasons upon which the decision for such action is based. No hearing to review such a decision will be held.
- 6. Tenure
 - a. Tenure Defined Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.
 - b. Acquisition of Tenure
 - (1) Professional-Technical Faculty hired under the division of professionaltechnical education prior to July 1, 1993 who were granted tenure may

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

- (a) be afforded the right to pursue promotion; and
- (b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and
- (c) be afforded on opportunity to serve on institutional committees.
- (2) Academic faculty members, after meeting certain requirements, established by the employing institution, may acquire tenure. Each institution shall develop policies for the acquisition of tenure that are consistent with this general philosophy and policy statement of the Board. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.4.a). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.g.6.d.4.b).
- c. Notification An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.
- d. Standards of Eligibility for Tenure
 - (1) Annual Appointments Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.
 - (2) Service in Professional Rank All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

- (3) Service in Instructor Rank A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.
- (4) Exceptional Cases
 - (a) Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.
 - (b) Extension of the tenure review period may be granted in certain exceptional cases. In such cases the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.
- e. Evaluation For Tenure It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and non-tenured faculty; student representation; and one (1) or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the chief executive officer. The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.
- f. Award of Tenure The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given
- g. Periodic Performance Review of Tenured Faculty Members It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

on: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011 chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department.

- (1) Procedures for periodic review Each institution must establish procedures for the performance review of tenured faculty members at the institution. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.
- (2) Review standards Each institution may establish its own internal review standards subject to approval by the Board. Absent such institutional standards, the institution must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by a majority of members of the department or unit, the department chairperson or unit head, the appropriate dean, the appropriate vice president, or the chief executive officer, then the appropriate vice president or equivalent administrator must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure at the institution. If during the periodic review, the performance of a tenured faculty member is not questioned in writing, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

- (3) Exception for Associate Professors in the Promotion Process Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review described here.
- (4) Termination of employment If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

adequate performance rating shall constitute adequate cause for dismissal.

- h. Dismissal for Adequate Cause Tenured faculty members may be dismissed for adequate cause as provided for in Subsection L of this Section.
- i. Tenure for Academic Administrators
 - (1) "Academic administrators," for purposes of this topic, means the chief executive officer/presidents, chief academic officers/provosts, vice provosts or equivalent of the institutions, the deans, associate/assistant deans, and department chairs of the academic units of the institutions, and the vice presidents for research of the institutions, and shall not include persons occupying other administrative positions.
 - (2) An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit
 - (3) An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.
 - (4) Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.
 - (5) An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.
 - (6) Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in accordance to policies established at each institution for the evaluation of an academic administrator.
- j. Terminal Contract of Employment If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES Subsection: G. Policies Regarding Faculty (Institutional Faculty O

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) August 2011

discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.

- k. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.
- I. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.
 - (1) A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.
 - (2) Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.
 - (3) No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.
 - (4) When a tenured faculty member is serving as department chairman, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

Idaho State Board of EducationATTACHMENT 2GOVERNING POLICIES AND PROCEDURESSECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURESSubsection: G. Policies Regarding Faculty (Institutional Faculty Only)August 2011

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UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for head intercollegiate women's swimming coach

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho proposes to enter into the attached multi-year contract with new head women's swimming coach, Mark Sowa, and submits the contract to the Regents for approval. The primary terms of the agreement are set forth below.

IMPACT

The term of the Employment Contract is three years, commencing on July 11, 2011, and terminating on July 10, 2014.

The annual base salary is \$50,003.20 from appropriated funds. Coach is eligible to participate in university-wide changes in employee compensation as approved by the President and Athletic Director.

There is an annual media payment of \$10,000 and the following incentive/supplemental compensation provisions:

- Conference champions or co-champion = \$1,000
- Conference coach or co-coach of the year = \$1,000
- Academic achievement and behavior of team based on the following: National rank within sport

50th - 60th % = \$25060th - 70th % = \$30070th - 80th % = \$40080th % or above = \$450

Total potential annual compensation (base salary, media payment and maximum potential incentive) is \$62,453.20

Coach may terminate the contract for convenience prior July 10, 2014, but shall be obligated to pay \$5,000.

ATTACHMENTS

Attachment 1 – Employment Contract – clean	Page 3
Attachment 2 – Employment Contract – redline	Page 15
Attachment 3 – Contract Comparison Matrix	Page 29

STAFF COMMENTS AND RECOMMENDATIONS

This is a request to approve a three year employment contact for UI's new head women's swimming coach. The Board's model contract was used. The matrix on Tab 3, Page 29 provides a side-by-side comparison of substantive changes from the model contract. Staff notes that a paragraph was added in Section 3.1 which makes the contract consistent with UI's furlough policy. Staff recommends approval.

BOARD ACTION

I move to approve the University of Idaho's multi-year employment contract for head intercollegiate swimming coach, Mark Sowa, for a three year term commencing on July 11, 2011, and terminating on July 10, 2014, in substantial conformance with the contract submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ATTACHMENT 1

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho, and Mark Sowa (Coach).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University of Idaho shall employ Coach as the head coach of its intercollegiate women's swim team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University of Idaho's President (President).

1.3. <u>Duties</u>. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.5 shall cease.

ARTICLE 2

2.1. <u>Term</u>. This Agreement is for a fixed-term appointment of three (3) years, commencing on July 11, 2011, and terminating, without further notice to Coach, on July 10, 2014, unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University of Idaho shall provide to Coach:

- a) An annual salary of \$50,003.20 per year, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Regents' policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach will be less than the salary stated in Paragraph 3.1.1(a) above.

3.2 <u>Supplemental Compensation</u>.

3.2.1. Each year the women's swim team is the conference champion or cochampion or becomes eligible for the NCAA regional tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head women's swim coach as of the ensuing July 1st, the Coach shall receive supplemental compensation of \$1000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members if the Team's cumulative APR ranks nationally at the 50th percentile or higher for women's swim teams as follows:

National rank within sport 50th - 60th % = \$250 60th - 70th % = \$300 70th - 80th % = \$400 80th % or above = \$450

3.2.3 Each year Coach is named Conference Coach of the Year or Conference Co-Coach of the year, Coach shall receive supplemental compensation of \$1,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 The Coach shall receive the sum of \$10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid in July and one-half shall be paid after the last date of competition. Coach's right to receive the second half of such payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later, and contingent upon Coach's continued employment as of that date. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.5 Coach agrees that the University of Idaho has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Teams is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University of Idaho. Coach recognizes that the University of Idaho has entered into an agreement with Nike to supply the University of Idaho with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University of Idaho's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University of Idaho. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head women's swim coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University of Idaho for review and approval prior to execution. Coach shall also report such outside income to the University of Idaho in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 <u>General Conditions of Compensation</u>. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law

or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

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

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

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

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

4.2 <u>Outside Activities</u>. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are

consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 <u>NCAA Rules</u>. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a detailed written account of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and

(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 <u>Hiring Authority</u>. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Teams, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Regents.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Teams' competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 <u>Other Coaching Opportunities</u>. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement, at any time for good or adequate cause, as those terms are defined in applicable policies, rules or regulations of the University, the University's governing board, the conference or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

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

NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Teams if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations. This section applies to violations occurring at the University of Idaho or at previous institutions at which the Coach was employed.

5.2 <u>Termination of Coach for Convenience of University of Idaho</u>.

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University of Idaho employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other

compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such compensation by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 <u>Termination by Coach for Convenience</u>.

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

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

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University of Idaho shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience prior to July 10, 2014 he shall pay to the University the sum of \$5,000.00. Payment shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sum by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payment is not, and shall not be construed to be, a penalty. This section 5.3.4

shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 <u>Termination due to Disability or Death of Coach</u>.

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

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

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

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

5.7 <u>Waiver of Rights</u>. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

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

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

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

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

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

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

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

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the

reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

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

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

the University:	Director of Athletics University of Idaho P.O. Box 442302 Moscow, Idaho 83844-2302
with a copy to:	President University of Idaho P.O. Box 443151 Moscow, ID 83844-3151
the Coach:	Mark Sowa Last known address on file with University's Human Resource Services

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

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

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

6.13 <u>Non-Use of Names and Trademarks</u>. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

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

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

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY OF IDAHO

COACH

M. Duane Nellis, President Date:

Mark Sowa Date: _____

Approved by the Board of Regents on the _____ day of _____, 2011.

Approved by the SBOE March 18, 2000 (applies to all Board governed institutions).

EMPLOYMENT AGREEMENT

This Agreement Employment (Agreement) is entered into by and between -the University (College), of Idaho, and Mark Sowa (Coach).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University <u>(College)of Idaho</u> shall employ Coach as the head coach of its intercollegiate <u>(Sport)</u> women's swim team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. Coach shall report and be responsible directly to the <u>University (College)'sUniversity's</u> Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University <u>(College)'sof Idaho's</u> President (President).

1.3. <u>Duties</u>. Coach shall manage and supervise the Team and shall perform such other duties in the <u>University (College)'sUniversity's</u> athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University <u>(College)</u> shall have the right, at any time, to reassign Coach to duties at the University<u>(College)</u> other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through <u>(Depending on supplemental pay provisions used)</u> <u>3.2.5</u> shall cease.

ARTICLE 2

2.1. <u>Term</u>. This Agreement is for a fixed-term appointment of <u>four (4)</u> years, commencing on <u>July 11, 2011</u>, and terminating, without further notice to Coach, on <u>July 10, 2014</u>, unless sooner terminated in accordance with other provisions of this Agreement.

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

2.2.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) of Idaho shall provide to Coach:

- a) An annual salary of <u>\$______\$50,003.20</u> per year, payable in biweekly installments in accordance with normal University (<u>College</u>) procedures, and such salary increases as may. Coach will be determined appropriateeligible to receive University-wide changes in employee compensation upon approval by the Director and, the President, and approved by the <u>University (College</u>)'s Board of <u>(Regents or Trustees)</u>;
- b) The opportunity to receive such employee benefits as the University<u>(College)</u> provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the <u>University (College)'sUniversity's</u> Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Regents' policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach will be less than the salary stated in Paragraph 3.1.1(a) above.

3.2 <u>Supplemental Compensation.</u>

3.2.1. Each year the <u>Teamwomen's swim team</u> is the conference champion or co-champion <u>and alsoor</u> becomes eligible for <u>a (bowl game the NCAA regional tournament</u> pursuant to NCAA Division I guidelines<u>or post season tournament or post season playoffs</u>, and if Coach continues to be employed as <u>University (College)'sUniversity's</u> head <u>(Sport)</u> <u>women's swim</u> coach as of the ensuing July 1st, the <u>University (College)</u>-Coach shall pay to <u>Coachreceive</u> supplemental compensation in an amount equal to <u>(amount or computation)</u> of <u>Coach's Annual Salary during the fiscal year in which the championship and (bowl or other</u> <u>post-season)</u> <u>eligibility are achieved</u>. <u>§1000</u>. The University <u>(College)</u>-shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 <u>Each year the Team is ranked in the top 25 in the <u>(national rankings, such</u> as final ESPN/USA Today coaches poll of Division IA football teams), and if Coach continues to be employed as <u>University (College)'s head (Sport)</u> coach as of the ensuing July 1st, the <u>University (College)</u> shall pay Coach supplemental compensation in an amount equal to <u>(amount or computation)</u> of Coach's Annual Salary in effect on the date of the final poll. The <u>University (College)</u> shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.</u>

3.2.3 Each year_ Coach shall be eligible to receive supplemental compensation in an amount up to _____(amount or computation) ___each year based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be if the Team's cumulative <u>APR ranks nationally</u> at the sole discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation50th percentile or higher for all athletes, but particularly those who entered the <u>University (College)</u> as academically at risk students; the conduct of Team members on the <u>University (College)</u> campus, at authorized <u>University (College)</u> activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of <u>(Regents or Trustees)</u> as a document available to the public under the Idaho Public Records Act.women's swim teams as follows:

National rank within sport50th - 60th % = \$25060th - 70th % = \$30070th - 80th % = \$40080th % or above = \$450

3.2.4<u>3</u> Each year Coach <u>is named Conference Coach of the Year or Conference</u> <u>Co-Coach of the year, Coach shall be eligible to receive supplemental compensation in an</u> <u>amount up to __(amount or computation)___</u> based on the overall development of the intercollegiate (men's/women's) _(Sport)__ program; ticket sales; fundraising; outreach by Coach to various constituency groups, including of \$1,000. The University (College) students, staff, faculty, alumni and boosters; andshall determine the appropriate manner in which it shall pay <u>Coach</u> any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director.

3.2.5—<u>4</u> The Coach shall receive the sum of <u>(amount or computation)</u><u>\$10,000</u> from the University <u>(College)</u> or the <u>University (College)</u>'s<u>University's</u> designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). <u>Coach'sEach year, one-half of this sum shall be paid in July and one-half shall be paid after the last date of competition. <u>Coach's</u> right to receive the second half of such a payment shall vest on the date of the</u>

Team's Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of, and contingent upon Coach's continued employment as of that date. Coach's right to receive any such media payment), under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which that are broadcast on radio or television that conflict with those broadcast on the University (College)'sUniversity's designated media outlets.

3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE)) Coach agrees that the <u>University (College)</u> has the exclusive right to operate youth <u>(Sport)</u> camps on its campus using <u>University (College)</u> facilities. The <u>University (College)</u> shall allow Coach the opportunity to earn supplemental compensation by assisting with the <u>University</u> (<u>College</u>)'s camps in Coach's capacity as a <u>University (College)</u> employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the <u>University (College</u>)'s football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the <u>University (College</u>)'s summer football camps, the <u>University (College</u>) shall pay Coach <u>(amount)</u> per year as supplemental compensation during each year of his employment as head <u>(Sport)</u> coach at the <u>University</u> (College). This amount shall be paid <u>(terms of payment)</u>.

3.2.7 Coach agrees that the <u>University (College)</u>3.2.5 Coach agrees that the <u>University of Idaho</u> has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the <u>TeamTeams</u> is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (<u>College).of Idaho</u>. Coach recognizes that the University (<u>College) is negotiating orof Idaho</u> has entered into an agreement with <u>(Company Name)</u>-Nike to supply the University (<u>College)of Idaho</u> with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (<u>College</u>)'sof Idaho's reasonable request, Coach will consult with appropriate parties concerning an <u>(Company Name) a Nike</u> product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by <u>(Company Name) Nike</u>, or give a lecture at an event sponsored in whole or in part by <u>(Company Name) Nike</u>, or make other educationally-related appearances as may be reasonably requested by the University (<u>College).of Idaho</u>. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances

as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport)-women's swim coach. In order to avoid entering into an agreement with a competitor of (Company Name)-Nike, Coach shall submit all outside consulting agreements to the University (College)of Idaho for review and approval prior to execution. Coach shall also report such outside income to the University (College)of Idaho in accordance with NCAA-(or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name)-Nike, and will not participate in any messages or promotional appearances which that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 <u>General Conditions of Compensation</u>. All compensation provided by the University (College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University (College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

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

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members whichthat enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University <u>(College)of Idaho</u> and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University <u>(College)</u>, the <u>University (College)</u>'s<u>University's</u> governing board, the conference, and the NCAA <u>(or NAIA)</u>; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the <u>TeamTeams</u> know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University <u>(College)</u>'sof <u>Idaho's</u> athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University <u>(College)</u> and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A.

The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University <u>(College)'sof Idaho's Faculty-Staff</u> Handbook; (c) University <u>(College)'sof Idaho's</u> Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA <u>(or NAIA)</u>-rules and regulations; and (f) the rules and regulations of the <u>(Sport)</u> women's swim conference of which the University <u>(College)of Idaho</u> is a member.

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

<u>4.3</u><u>4.3</u><u>NCAA (or NAIA) Rules</u>. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the <u>University (College)'sUniversity's</u> President for all athletically related income and benefits from sources outside the University (<u>College</u>) and shall report the source and amountprovide a detailed written account of all such income and benefits to the <u>University (College)'sUniversity's</u> President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (<u>College</u>) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. <u>(College).</u>. Sources of such income include, but are not limited to, the following:

(a) Income from annuities;
(b) Sports camps;
(c) Housing benefits, including preferential housing arrangements;
(d) Country club memberships;
(e) Complimentary ticket sales;
(f) Television and radio programs; and
(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University <u>(College)</u>-booster club, University <u>(College)</u>-alumni association, University<u>(College)</u> foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University<u>(College)</u>, the <u>University</u><u>(College)</u>'s<u>University</u>'s governing board, the conference, or the NCAA<u>(or NAIA)</u>.

4.4 <u>Hiring Authority</u>. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the <u>TeamTeams</u>, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the <u>University</u> (<u>College</u>)'s<u>University</u>'s Board of <u>(Trustees or Regents)</u>.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of <u>TeamTeams'</u> competitions, but the final decision shall be made by the Director or the Director's designee.

4.7<u>6</u> Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. The University <u>(College)</u> may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement, at any time for good or adequate cause, as those terms are defined in applicable <u>policies</u>, rules <u>andor</u> regulations.<u>of the</u> <u>University</u>, the <u>University's governing board</u>, the conference or the NCAA.

5.1.1 In addition to the definitions contained in applicable <u>policies</u>, rules <u>andor</u> regulations, of the University (College), the University's governing board, the conference or the <u>NCAA</u>, <u>University</u> and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University (College);
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University<u>(College)</u>, the University<u>(College)</u>'s governing board, the conference or the NCAA-<u>(NAIA)</u>, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the <u>University (College)'sUniversity's</u> consent;

- e) Any conduct of Coach that constitutes moral turpitude or that would, in the <u>University (College)'sUniversity's</u> judgment, reflect adversely on the University (<u>College)</u> or its athletic programs;
- f) The failure of Coach to represent the University<u>(College)</u> and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA (<u>NAIA</u>) or the University (<u>College</u>) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University (<u>College</u>), the <u>University (College</u>)'s<u>University's</u> governing board, the conference, or the NCAA (<u>NAIA</u>);
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University<u>(College)</u>, the <u>University (College)'sUniversity's</u> governing board, the conference, or the NCAA-<u>(NAIA)</u>, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the <u>University (College)</u>, the <u>University (College)</u>'s governing board, the conference, or the NCAA (<u>NAIA</u>), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the <u>TeamTeams</u>; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Teams if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University <u>(College)</u> as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University <u>(College)</u> shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the <u>University</u> (<u>College</u>)'s<u>University</u>'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the

University <u>(College)</u>-shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (<u>NAIA</u>) – regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA (<u>NAIA</u>) –enforcement procedures<u>-</u>, including suspension without pay or termination of employment for significant or repetitive violations. This section applies to violations occurring at the University (<u>College</u>) of Idaho or at previous institutions at which the Coach was employed.

5.2 <u>Termination of Coach for Convenience of University (College).of Idaho.</u>

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

5.2.2 In the event that University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first.until the term of this Agreement ends or until Coach obtains other employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University (College) of Idaho employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable employmenthealth plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both<u>University has</u> been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal <u>counsel</u> in the contract negotiations—and. The parties have bargained for and agreed to the foregoing-liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University<u>(College)</u>, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages compensation by University <u>(College)</u> and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by <u>University (College)</u>. The liquidated damages are. Such compensation is not, and shall not be construed to be, a penalty.

5.3 <u>Termination by Coach for Convenience</u>.

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

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University <u>(College)</u>. Termination shall be effective ten (10) days after notice is given to the University <u>(College)</u>.of Idaho.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) of Idaho shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University (College), as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before ______, the sum of \$30,000.00; (b) if the Agreement is terminated between ______ and ______ inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between ______ and ______ inclusive, the sum of \$10,000.00. The liquidated damagesprior to July 10, 2014 he shall pay to the University the sum of \$5,000.00. Payment shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages-provision, giving consideration to the fact that the University-(College) will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damagescosts are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damagessum by Coach and the acceptance thereof by University (College) shall constitute adequate and reasonable compensation to University-(College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are. Such payment is not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University-(College).

5.3.5 Except as provide provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments <u>unpaid as of the date Coach</u> gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 <u>Termination due to Disability or Death of Coach.</u>

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the <u>University (College)'sUniversity's</u> disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

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

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University <u>(College)</u>'s-disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University <u>(College)</u>.

5.5 <u>Interference by Coach</u>. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the <u>University (College)'sUniversity's</u> studentathletes or otherwise obstruct the <u>University (College)'sUniversity's</u> ability to transact business or operate its intercollegiate athletics program.

5.6- <u>No Liability</u>. The University-(College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 <u>Waiver of Rights</u>. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University <u>(College)</u> employees, if the University<u>(College)</u> suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University <u>(College)</u> from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University <u>(College)</u> Faculty-Staff Handbook.

ARTICLE 6

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

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

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

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

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

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

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University <u>(College).</u>

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the

reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 <u>Confidentiality</u>. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the <u>University (College)'sUniversity's</u> sole discretion.

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

the University <u>(College)</u> ::	Director of Athletics University of Idaho P.O. Box 442302 Moscow, Idaho 83844-2302
	W10scow, 1uano 83844-2302
with a copy to:	President <u>University of Idaho</u> <u>P.O. Box 443151</u> <u>Moscow, ID 83844-3151</u>
the Coach:	<u>Mark Sowa</u> Last known address on file with University (College)'s University's Human Resource Services

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

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

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

6.13 <u>Non-Use of Names and Trademarks</u>. The Coach shall not, without the <u>University</u> (College)'s<u>University's</u> prior written consent in each case, use any name, trade name, trademark,

or other designation of the University ($\underline{\text{College}}$ (including contraction, abbreviation or simulation), except in the course and scope of his official University ($\underline{\text{College}}$) duties.

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

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

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE) OF IDAHO

COACH

_____<u>M. Duane Nellis</u>, President _____ Date:_____

	Mark Sowa
Date	

Approved by the Board of <u>(Regents or Trustees)</u> on the <u>day of</u> , <u>2000</u>, <u>2011</u>.

MARK SOWA – HEAD WOMEN'S SWIMMING COACH MULTI-YEAR CONTRACT – SUBSTANTIVE MODIFICATIONS FROM SBOE FORM

Model Contract Section	UI Contract Section	Modification/Justification for Modification
3.1.1 Regular Compensation	3.1.1 Regular Compensation	Allows for annual increases consistent with University-wide salary increases.
3.1 Regular Compensation	3.1 Regular Compensation	Added final paragraph to keep contract consistent with University furlough policy
3.2.1 Supplemental Compensation	3.2.1 Supplemental Compensation	Allows for supplemental compensation if team is conference champion or co-champion, or becomes eligible for the NCAA regional tournament.
3.2.2 Supplemental Compensation	None	Deletes section providing for supplemental compensation based on ranking in national poll.
3.2.3 Supplemental Compensation	3.2.2 Supplemental Compensation	Allows for supplemental compensation if team's cumulative APR ranks at certain levels nationally. This language establishes a more objective standard for academic achievement and has been used in past contracts approved by the Board.
3.2.4 Supplemental Compensation	3.2.3 Supplemental Compensation	Deletes existing provisions for supplemental compensation based on ticket sales, fundraising and outreach because swimming is not a revenue-generating sport and these provisions are therefore not applicable. Adds language allowing for additional compensation if coach is named Conference Coach or Co-Coach of the Year.
3.2.5 Supplemental Compensation	3.2.4 Supplemental Compensation	Language calls for media compensation to be paid ½ at the beginning of the regular season and ½ after the last date of competition. This recognizes that much media work has been done by the coach prior to commencement of the season, and at the same time retains ½ of the payment as motivation for completing the season. Payment is made contingent on coach's compliance with University financial stewardship policies.
3.2.6 Summer Camps	none	Neither the University nor the Coach have interest in running summer camps
4.3 NCAA Rules	4.3 NCAA Rules	Revised to conform to NCAA Rule 11.2.2 effective 3/8/06. Rule requires a written detailed account of athletically related income and identifies some of the sources that must be reported as "including but not limited to…"
5.1.4 Termination of Coach for Cause	5.1.4	Adds suspension without pay and termination for significant or repetitive violations as possible disciplinary/corrective actions.
5.2.2 University Termination for Convenience5.2.3 Representation by Counsel	 5.2.2 University Termination for Convenience 5.2.3 Representation by Counsel; 	Language allows the University to offset salary received byCoach for lesser employment obtained after Universitytermination for convenience. Prior language would allow coachto take lesser employment and continue to receive full terminationpayment. Language also requires Coach to inform University ofthe terms of any new employment so University can accuratelydetermine the compensation, if any, to which Coach is entitled.References to liquidated damages are deleted because thecompensation due upon termination for convenience flows from acontractual right to terminate and not from a breach of thecontract. The non-terminating party is entitled to compensation,not damages for breach.Language clarifies that the parties have been represented by
ender representation by counser	compensation for termination	counsel or that Coach <u>chose to proceed without counsel</u> during the negotiations. The underlined language is new and recognizes the fact that we cannot require candidates to retain counsel. References to liquidated damages are deleted for the same reason as in 5.2.2.
5.3.3 Coach Termination for Convenience	5.3.3 Coach Termination for Convenience	References to liquidated damages are deleted for the same reason as in 5.2.2.

Model Contract Section	UI Contract Section	Modification/Justification for Modification
5.3.4 Compensation for termination	5.3.4 Compensation for termination	References to liquidated damages are deleted for the same reason
		as in 5.2.2.
6.16 Opportunity to Consult with	6.16 Opportunity to Consult with	Adds language similar to 5.2.3 to make clear that Coach had the
Attorney	Attorney	opportunity to consult with counsel and either did or chose not to.

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Director of Athletics

REFERENCE

August, 2004	Board approved original multi-year contract
August, 2007	Board approved addendum to extend contract term

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho seeks to extend the contract term for the Director of Athletics, Robert Spear. The original contract was prepared in 2004 and has already been extended once in 2008 via an addendum. The University proposes a new contract so as to incorporate improvements and language changes that have become standard for all multi-year athletic contracts at the University. Compensation amounts for the Director are unchanged from the current contract terms.

The proposed contract replaces and supersedes the 2004 contract and all addendums. The term of the proposed contract is five years, which will expire on August 12, 2016. This affects a 4 year extension beyond the existing contract term.

IMPACT

The annual base salary is currently \$169,988.40 paid from appropriated funds. The Director will receive supplemental compensation (media payment) of \$15,000 per year.

The term of the Employment Contract is five years, commencing on August 13, 2011, and terminating on August 12, 2016.

Total potential annual compensation (base salary and media payment) is \$184,988.40.

ATTACHMENTS

Attachment 1 – Employment Contract – clean	Page 3
Attachment 2 – Employment Contract – redline	Page 15
Attachment 3 – Contract Comparison Matrix	Page 31

STAFF COMMENTS AND RECOMMENDATIONS

This is a request to extend the employment contract for UI's athletic director for a term of five years. The contract is consistent with the Board's model contract where applicable. The contract does vest athletic department hiring authority in the president, except when specifically delegated to the director. In addition, the contract stipulates the director shall consult with the president upon request regarding scheduling of athletic games and events. There are no changes in the director's compensation. Staff recommends approval.

BOARD ACTION

I move to approve the University of Idaho's multi-year employment contract for Athletic Director, Robert Spear, for a five year term commencing on August 13, 2011, and terminating on August 12, 2016, in substantial conformance with the contract submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University) and Robert Spear (Director).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University shall employ Director as the Director of its intercollegiate athletics program (Program). Director represents and warrants that Director is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. Director shall report and be responsible directly to the University's President or the President's designee (collectively "President). Director shall abide by the reasonable instructions of the President and shall confer with the President on all major administrative matters.

1.3. <u>Duties</u>. Director shall manage and supervise the Program and shall perform such other duties in relation to the Program or the University as the President may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time upon 14 days' written notice, to reassign Director to duties at the University other than as Director of the Program, provided that Director's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in section 3.2 shall cease.

ARTICLE 2

2.1. <u>Term</u>. This Agreement is for a fixed-term appointment of five (5) years commencing on <u>August 13, 2011</u>, and terminating, without further notice to Director, on <u>August 12, 2016</u>, unless sooner terminated in accordance with other provisions of this Agreement. This Agreement replaces and supersedes the Agreement between Director and University approved by the University's Board of Regents August 12, 2004 and all addendums thereto.

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

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Director's services and satisfactory performance of this Agreement, the University shall provide to Director:

- a) An annual salary of \$169,988.40 payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Regents ("Regents");
- b) Such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) Such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Director hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Director understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Regents' policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Director will be less than the salary stated in Paragraph 3.1.1(a) above.

3.2. <u>Supplemental Compensation.</u> The Director shall receive the sum of \$15,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively "Appearances"). Director's right to receive such payment shall vest on January 1 of each fiscal year of this Agreement and is expressly contingent on Director's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. This sum shall be paid in two equal installments in January and July of each year. Agreements requiring the Director to participate in Appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Director. Director agrees to cooperate with the University in order for the Appearances to be successful and agrees to provide his services to and perform on the Appearances and to cooperate in their production, broadcasting, and telecasting. It is understood that Director shall not appear without the

prior written approval of the President on any radio or television program (including but not limited to a call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the President, Director shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.3. Director agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Director, during official practices and games and during times when Director or Program participants are being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Director recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Director agrees that, upon the University's reasonable request, Director will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, and give a lecture at an event sponsored in whole or in part by Nike, and make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Director shall retain the right to decline such appearances as Director reasonably determines to conflict with or hinder his duties and obligations as Director. In order to avoid entering into an agreement with a competitor of Nike, Director shall submit all outside consulting agreements to the University for review and approval prior to execution. Director shall also report such outside income to the University in accordance with NCAA rules. Director further agrees that Director will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. <u>Professional Development Opportunity</u>. During the period of February 1 through August 1 of each year of this Agreement, University agrees to fund at least one mutually agreeable professional development opportunity for Director in the area of university advancement and fundraising.

3.5 <u>General Conditions of Compensation</u>. All compensation provided by the University to Director is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Director participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Director, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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

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

4.1.2. Develop and implement programs and procedures with respect to the management and operation of the Department and the management, performance, evaluation, recruitment, and training of Department personnel;

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

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

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

4.3. <u>NCAA Rules</u>. In accordance with NCAA rules, Director shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account

of the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

(a) Income from annuities;

- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and

(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Director accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 <u>Hiring Authority</u>. Director shall have the responsibility and the sole authority to recommend to the President the hiring and termination of Department personnel, but, except as delegated by the President, the decision to hire or terminate shall be made by the President and shall, when necessary or appropriate, be subject to the approval of the University's Board of Regents.

4.5 <u>Scheduling</u>. Director shall be responsible for the scheduling of athletic games and events but shall consult with the President as the President requests.

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

ARTICLE 5

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

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

- a) A deliberate or major violation of Director's duties under this Agreement or the refusal or unwillingness of Director to perform such duties in good faith and to the best of Director's abilities;
- b) The failure of Director to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation, as determined by the University, by Director of any applicable law or the policies, rules or regulations of the University, the University 's governing board, the conference or the NCAA;
- d) Ten (10) working days' absence of Director from duty without the University's consent;
- e) Any conduct of Director that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Director to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Director to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by any Department employee, any other employees for whom Director is administratively responsible, or a Participant in the Program; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by any employees for whom Director is administratively responsible, or a Participant in the Program if

Director knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the President shall provide Director with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Director shall then have an opportunity to respond. After Director responds or fails to respond, University shall notify Director whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Director, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Director shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations.

5.2 <u>Termination of Director for Convenience of University</u>.

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Director the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Director obtains employment, whichever occurs first; provided, however, in the event Director obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Director as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Director under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Director will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Director obtains employment or any other employment providing Director with a reasonably comparable health plan and group life insurance, whichever occurs first. Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Director specifically agrees to inform University

within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Director agrees not to accept employment for compensation at less than the fair value of Director's services, as determined by all circumstances existing at the time of employment. Director further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and Director has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that Director may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Director shall constitute adequate and reasonable compensation to Director. Such compensation is not, and shall not be construed to be, a penalty.

5.3 <u>Termination by Director for Convenience</u>.

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

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

5.3.3 If Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. Director shall pay to the University the following sum: (a) if the Agreement is terminated on or before August 12, 2012, the sum of \$5,000.00; (b) if the Agreement is terminated between August 13, 2012 and August 12, 2013 inclusive, the sum of \$2,500.00; (c) if the Agreement is terminated between August 13, 2013 and August 12, 2014 inclusive, the sum of \$2,000.00; (d) if the Agreement is terminated between August 12, 2015 inclusive, the sum of \$1,500.00; (e) if the Agreement is terminated between August 13, 2015 and August 12, 2016 inclusive, the sum of \$1,000.00. The applicable sum shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Director has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Director, in addition to potentially increased compensation costs, if Director terminates this Agreement for convenience. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Director and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Director terminates this Agreement because of a material breach by the University.

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

5.4 <u>Termination due to Disability or Death of Director</u>.

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

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

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

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

5.6 <u>No Liability</u>. The University shall not be liable to Director for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either

party or due to death or disability or the suspension of Director, regardless of the circumstances.

5.7 <u>Waiver of Rights</u>. Because Director is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Director, or terminates this Agreement for good or adequate cause or for convenience, Director shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rules Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

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

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

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

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

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

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

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

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

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

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

the University:	Office of the President University of Idaho P.O. Box 443151 Moscow, Idaho 83844-3151
with a copy to:	Office of University Counsel University of Idaho P.O. Box 443158 Moscow, ID 83844-3158
the Director:	Robert Spear Last known address on file with University's Human Resource Services

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

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

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

6.13 <u>Non-Use of Names and Trademarks</u>. The Director shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

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

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

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

UNIVERSITY

DIRECTOR

M. Duane Nellis President

Robert Spear Date Director, Department of Athletics

Approved by the Board of Regents on the _____ day of _____, 201_.

Date

Approved by the SBOE March 18, 2000 (applies to all Board governed institutions).

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between (the University (College), of Idaho (University) and (CoachRobert Spear (Director).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University <u>(College)</u> shall employ <u>CoachDirector</u> as the <u>head coachDirector</u> of its intercollegiate <u>(Sport)</u> team (Team). <u>Coachathletics program (Program)</u>. <u>Director</u> represents and warrants that <u>CoachDirector</u> is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. <u>CoachDirector</u> shall report and be responsible directly to the <u>University (College)'s Director of Athletics (Director) University's</u> <u>President or the Director'sPresident's</u> designee. <u>Coach (collectively "President)</u>. <u>Director</u> shall abide by the reasonable instructions of <u>Director or the Director's designeePresident</u> and shall confer with the <u>Director or the Director's designeePresident</u> on all <u>major</u> administrative and technical matters. <u>Coach shall also be under the general supervision of the University (College)'s President (President)</u>.

1.3. <u>Duties</u>. <u>CoachDirector</u> shall manage and supervise the <u>TeamProgram</u> and shall perform such other duties in <u>relation to the Program or</u> the University <u>(College)'s</u> <u>athletic program</u> as the <u>DirectorPresident</u> may assign and as may be described elsewhere in this Agreement. The University <u>(College)</u>-shall have the right, at any time <u>upon 14</u> <u>days' written notice</u>, to reassign <u>CoachDirector</u> to duties at the University <u>(College)</u> other than as <u>head coachDirector</u> of the <u>TeamProgram</u>, provided that <u>Coach'sDirector's</u> compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in <u>sections 3.2.1 through</u> <u>-(Depending on supplemental pay provisions used)</u> <u>section 3.2</u> shall cease.

ARTICLE 2

2.1. <u>Term</u>. This Agreement is for a fixed-term appointment of <u>five</u> (<u>five</u> (<u>5</u>) years, commencing on <u>August 13, 2011</u>, and terminating, without further notice to <u>CoachDirector</u>, on <u>August 12, 2016</u>, unless sooner terminated in accordance with other provisions of this Agreement. <u>This Agreement replaces and supersedes the Agreement between Director and University approved by the University's Board of Regents August 12, 2004 and all addendums thereto.</u>

2.2. <u>Extension or Renewal</u>. This Agreement is renewable solely upon an offer from the University <u>(College)</u> and an acceptance by <u>CoachDirector</u>, both of which must

be in writing and signed by the parties. Any renewal is subject to the prior approval of <u>University (College)'sUniversity's</u> Board of <u>(Regents-or Trustees)</u>. This Agreement in no way grants to <u>CoachDirector</u> a claim to tenure in employment, nor shall <u>Coach'sDirector's</u> service pursuant to this agreement count in any way toward tenure at the University <u>(College)</u>.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach'sDirector's services and satisfactory performance of this Agreement, the University (<u>College</u>)-shall provide to <u>CoachDirector</u>:

- An annual salary of <u>per year</u>, \$169,988.40 a) payable in biweekly installments in accordance with normal University-(College) procedures, and such salary increases as may be determined appropriate by the Director approved and President and by the **University** (College)'sUniversity's Board of -Regents or Trustees)____;("Regents");
- b) The opportunity to receive such<u>Such</u> employee benefits as the University <u>(College)</u> provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such<u>Such</u> employee benefits as the <u>University (College)'sUniversity's</u> Department of Athletics (Department) provides generally to its employees of a comparable level. <u>CoachDirector</u> hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a <u>(bowl-game pursuant to NCAA Division I guidelines or</u> <u>post-season tournament or post-season playoffs)</u>, and if Coach continues to be employed as <u>University (College)</u>'s head <u>(Sport)</u> coach as of the ensuing July 1st, the <u>University (College)</u> shall pay to Coach supplemental compensation in an amount equal to <u>(amount or computation)</u> of Coach's Annual Salary during the fiscal year in which the championship and <u>(bowl or other post-season)</u> eligibility are achieved. The <u>University (College)</u> shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football

ATTACHMENT 2

<u>teams</u>, and if Coach continues to be employed as <u>University (College)</u>'s head <u>(Sport)</u> coach as of the ensuing July 1st, the <u>University (College)</u> shall pay Coach supplemental compensation in an amount equal to <u>(amount or computation)</u> of Coach's Annual Salary in effect on the date of the final poll. The <u>University (College)</u> shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

323 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ____(amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically atrisk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to <u>(amount or computation)</u> based on the overall development of the intercollegiate (men's/women's) <u>(Sport)</u> program; ticket sales; fundraising; outreach by Coach to various constituency groups, including <u>University (College)</u> students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director.

3.2.5 The Coach Director understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Regents' policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Director will be less than the salary stated in Paragraph 3.1.1(a) above.

<u>3.2.</u> Supplemental Compensation. The Director shall receive the sum of <u>(amount or computation)</u><u>\$15,000</u> from the University <u>(College)</u> or the <u>University</u><u>(College)</u>'s<u>University</u>'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (<u>Programs</u>). <u>Coach'scollectively</u> "Appearances"). <u>Director's</u> right to receive such a payment shall vest on the dateJanuary 1 of the Team's last regular season or post season competition, whichever occurs latereach fiscal year of this

ATTACHMENT 2

Agreement and is expressly contingent on Director's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. This sum shall be paid <u>(terms or conditions of payment)</u> in two equal installments in January and July of each year. Agreements requiring the CoachDirector to participate in ProgramsAppearances related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. CoachDirector. Director agrees to cooperate with the University (College) in order for the ProgramsAppearances to be successful and agrees to provide his services to and perform on the ProgramsAppearances and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coachesDirector shall not appear without the prior written approval of the DirectorPresident on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the President, Director, Coach shall not appear in any commercial endorsements which that are broadcast on radio or television that conflict with those broadcast on the University (College)'s University's designated media outlets.

3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY

(COLLEGE)) Coach agrees that the <u>University (College)</u> has the exclusive right to operate youth <u>(Sport)</u> camps on its campus using <u>University (College)</u> facilities. The <u>University (College)</u> shall allow Coach the opportunity to earn supplemental compensation by assisting with the <u>University (College)</u>'s camps in Coach's capacity as a <u>University (College)</u> employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the <u>University (College)</u>'s football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the <u>University (College)</u>'s summer football camps, the <u>University (College)</u> shall pay Coach <u>(amount)</u> per year as supplemental compensation during each year of his employment as head <u>(Sport)</u> coach at the <u>University (College)</u>. This amount shall be paid <u>(terms of payment)</u>.

3.2.7 Coach agrees that the University (College)

<u>3.3. Director agrees that the University</u> has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including <u>CoachDirector</u>, during official practices and games and during times when <u>CoachDirector</u> or the <u>Team isProgram participants are</u> being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University<u>(College)</u>. <u>Coach</u>. <u>Director</u> recognizes that the University (<u>College</u>) is negotiating or has entered into an agreement with <u>(Company Name)</u> Nike to supply the University (<u>College</u>) with athletic footwear, apparel and/or equipment. <u>CoachDirector</u> agrees that, upon the <u>University (College</u>)'s<u>University's</u> reasonable request, <u>CoachDirector</u> will consult with appropriate parties concerning an <u>(Company Name)</u> product's<u>Nike products'</u> design or performance, shall act as an instructor at a clinic sponsored in whole or in part by

(<u>Company Name</u>), or<u>Nike</u>, and give a lecture at an event sponsored in whole or in part by <u>(Company Name)</u>, or<u>Nike</u>, and make other educationally-related appearances as may be reasonably requested by the University <u>(College)</u>. Notwithstanding the foregoing sentence, <u>CoachDirector</u> shall retain the right to decline such appearances as <u>CoachDirector</u> reasonably determines to conflict with or hinder his duties and obligations as <u>head (Sport) coachDirector</u>. In order to avoid entering into an agreement with a competitor of <u>(Company Name)</u>, <u>CoachNike</u>, <u>Director</u> shall submit all outside consulting agreements to the University <u>(College)</u> for review and approval prior to execution. <u>CoachDirector</u> shall also report such outside income to the University <u>(College)</u> in accordance with NCAA (<u>or NAIA</u>) rules. <u>CoachDirector</u> further agrees that <u>CoachDirector</u> will not endorse any athletic footwear, apparel and/or equipment products, including <u>(Company Name)</u> Nike, and will not participate in any messages or promotional appearances whichthat contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. Professional Development Opportunity. During the period of February 1 through August 1 of each year of this Agreement, University agrees to fund at least one mutually agreeable professional development opportunity for Director in the area of university advancement and fundraising.

3—<u>.5 General Conditions of Compensation</u>. All compensation provided by the University (<u>College</u>) to <u>CoachDirector</u> is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which <u>CoachDirector</u> participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University (<u>College</u>) to <u>CoachDirector</u>, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach'sDirector's Specific Duties and Responsibilities</u>. In consideration of the compensation specified in this Agreement, <u>CoachDirector</u>, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote <u>Coach'sDirector's</u> full time and best efforts to the performance of <u>Coach'sDirector's</u> duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the management and operation of the Department and the management, performance, evaluation, recruitment, and training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being; of Department personnel;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (<u>College</u>) and and work with Department personnel to encourage <u>Team membersProgram participants</u> to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'sUniversity's governing board, the conference, and the NCAA (or NAIA); supervise and take appropriate steps to ensure that Coach'sDirector's assistant coachesand associate directors, any other employees for whom CoachDirector is administratively responsible, and the members of participants in the TeamProgram know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the DirectorPresident and to the Department's Director of Compliance if CoachDirector has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'sUniversity's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. CoachDirector shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'sUniversity's Faculty-Staff Handbook; (c) University (College)'s University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the <u>(Sport)</u> conference of which the University (College) is a member.

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

NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, 4.3. **Coach**Director shall obtain prior written approval from the **University** (College)'s University's President for all athletically related income and benefits from sources outside the University (College) and shall report provide a written detailed account of the source and amount of all such income and benefits to the University (College)'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University <u>(College)</u> work day preceding June 30th. The report shall be in a format reasonably satisfactory to University <u>(College)</u>. Sources of such income include, but are not limited to, the following:

(a) Income from annuities;
(b) Sports camps;
(c) Housing benefits, including preferential housing arrangements;
(d) Country club memberships;
(e) Complimentary ticket sales;
(f) Television and radio programs; and
(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall <u>CoachDirector</u> accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University <u>(College)</u> booster club, University <u>(College)</u> alumni association, University<u>(College)</u> foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University<u>(College)</u>, the <u>University (College)'sUniversity's</u> governing board, the conference, or the NCAA (or NAIA).

4.4 <u>Hiring Authority</u>. <u>CoachDirector</u> shall have the responsibility and the sole authority to recommend to the <u>DirectorPresident</u> the hiring and termination of <u>assistant</u> coaches for the <u>TeamDepartment personnel</u>, but, <u>except as delegated by the President</u>, the decision to hire or terminate <u>an assistant coach</u> shall be made by the <u>DirectorPresident</u> and shall, when necessary or appropriate, be subject to the approval of <u>President and the</u> <u>University (College)'sthe University's</u> Board of <u>(Trustees or Regents)</u>.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's <u>designeeDirector</u> shall be responsible for the scheduling of athletic games and events but shall consult with the President as the President requests.

4.7<u>6</u> <u>Other Coaching</u> <u>Opportunities</u>. <u>CoachDirector</u> shall not, under any circumstances, interview for, negotiate for, or accept employment as a <u>coachdirector of</u> <u>athletics</u> at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the <u>DirectorPresident</u>. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 <u>Termination of CoachDirector for Cause</u>. The University <u>(College)</u> may, in its discretion, suspend <u>CoachDirector</u> from some or all of <u>Coach'sDirector's</u> duties, temporarily or permanently, and with or without pay; reassign <u>CoachDirector</u> to other

duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in <u>the applicable policies</u>, rules <u>andor</u> regulations.— <u>of the University</u>, <u>the University's governing board</u>, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable rules <u>policies</u>, <u>rules or regulations of the University</u>, the University's governing board, the conference, <u>or the NCAA</u>, <u>University</u> and <u>regulations</u>, <u>University (College)</u> and <u>CoachDirector</u> hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach'sDirector's duties under this agreementAgreement or the refusal or unwillingness of CoachDirector to perform such duties in good faith and to the best of Coach'sDirector's abilities;
- b) The failure of <u>CoachDirector</u> to remedy any violation of any of the terms of this <u>agreementAgreement</u> within 30 days after written notice from the University<u>(College);</u>
- c) A deliberate or major violation, as determined by Coachthe University, by Director of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference or the NCAA-(NAIA), including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of <u>CoachDirector</u> from duty without the <u>University (College)'sUniversity's</u> consent;
- e) Any conduct of <u>CoachDirector</u> that constitutes moral turpitude or that would, in the <u>University (College)'sUniversity's</u> judgment, reflect adversely on the University <u>(College)</u> or its athletic programs;
- f) The failure of <u>CoachDirector</u> to represent the University <u>(College)</u> and its athletic programs positively in public and private forums;
- g) The failure of CoachDirector to fully and promptly cooperate with the NCAA (NAIA) or the University (College) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University (College), the University (College)'sUniversity's governing board, the conference, or the NCAA (NAIA);

- h) The failure of CoachDirector to report a known violation of any applicable law or the policies, rules or regulations of the University (College), the University (College)'sUniversity's governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coachesany Department employee, any other employees for whom CoachDirector is administratively responsible, or a member of Participant in the TeamProgram; or
- i) A violation of any applicable law or the policies, rules or regulations of the University <u>(College)</u>, the <u>University</u> <u>(College)</u>'s<u>University</u>'s governing board, the conference, or the NCAA (<u>NAIA</u>), by one of Coach's assistant coaches, any other employees for whom <u>CoachDirector</u> is administratively responsible, or a <u>member ofParticipant in</u> the <u>TeamProgram</u> if <u>CoachDirector</u> knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.3 <u>In the event of any termination for good or</u> adequate cause, the <u>University (College)'sUniversity's</u> obligation to provide compensation and benefits to <u>CoachDirector</u>, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University <u>(College)</u> shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (<u>NAIA</u>)-regulations, <u>CoachDirector</u> shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA (<u>NAIA</u>) enforcement procedures. This section applies to violations occurring at the <u>University (College)</u> or at previous institutions at which the Coach was employed.enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations.

5.2 <u>Termination of CoachDirector for Convenience of University (College).</u>

5.2.1 At any time after commencement of this Agreement, University $(College)_{,_2}$ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to CoachDirector.

ATTACHMENT 2

5.2.2 In the event that University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, as liquidated damages and not a penalty, Director the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coachuntil the term of this Agreement ends or until Director obtains employment, whichever occurs first; provided, however, in the event Director obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Director as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Director under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Director will be entitled to continue his health insurance plan and group life insurance as if he remained a University (College) employee until the term of this Agreement ends or until CoachDirector obtains employment or any other employment providing Director with a reasonably comparable employmenthealth plan and group life insurance, whichever occurs first. CoachDirector shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.- Director specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Director agrees not to accept employment for compensation at less than the fair value of Director's services, as determined by all circumstances existing at the time of employment. Director further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both <u>University has</u> been represented by legal counsel, and Director has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations—and. The parties have bargained for and agreed to the foregoing liquidated damages—provision, giving consideration to the fact that the CoachDirector may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University (<u>College</u>), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages<u>sums</u> by University (<u>College</u>)—and the acceptance thereof by <u>CoachDirector</u> shall constitute adequate and reasonable compensation to <u>Coach for the damages and injury suffered by Coach because of such termination by University (College</u>). The liquidated damages are<u>Director</u>. Such compensation is not, and shall not be construed to be, a penalty.

5.3 <u>Termination by CoachDirector for Convenience</u>.

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

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

<u>5.3.4</u> The parties have both<u>University has</u> been represented by legal counsel, and Director has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations—and. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (<u>College</u>)—will incur administrative and recruiting costs in obtaining a replacement for <u>CoachDirector</u>, in addition to potentially increased compensation costs, if <u>CoachDirector</u> terminates this Agreement for convenience, which damages. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damagessums by <u>CoachDirector</u> and the acceptance thereof by University (<u>College</u>) shall constitute adequate and reasonable compensation to University (<u>College</u>) for the damages and injury suffered by it because of such termination by <u>Coach</u>. The liquidated damages, <u>Such payments</u> are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if <u>CoachDirector</u> terminates this Agreement because of a material breach by the University<u>-(College).</u>

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

5.4 <u>Termination due to Disability or Death of CoachDirector</u>.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if <u>CoachDirector</u> becomes totally or permanently disabled as defined by the <u>University (College)'sUniversity's</u> disability insurance carrier, becomes unable to perform the essential functions of the position of <u>head coachDirector</u>, or dies.

5.4.2 If this Agreement is terminated because of <u>Coach'sDirector's</u> death, <u>Coach'sDirector's</u> salary and all other benefits shall terminate as of the last day worked, except that <u>the Coach'sDirector's</u> personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (<u>College</u>) and due to <u>the Coach'sDirector's</u> estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the <u>CoachDirector</u> becomes totally or permanently disabled as defined by the <u>University</u> (<u>College</u>)'s<u>University's</u> disability insurance carrier, or becomes unable to perform the essential functions of the position of <u>head coachDirector</u>, all salary and other benefits shall terminate, except that the <u>CoachDirector</u> shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University<u>(College).</u>

5.5 <u>Interference by CoachDirector</u>. In the event of termination, <u>or</u> suspension, <u>or reassignment</u>, <u>CoachDirector</u> agrees that <u>CoachDirector</u> will not interfere with the <u>University (College)'sUniversity's</u> student-athletes or otherwise obstruct the <u>University</u> (<u>College)'sUniversity's</u> ability to transact business or operate its intercollegiate athletics program.

5.6- <u>No Liability</u>. The University <u>(College)</u>—shall not be liable to <u>CoachDirector</u> for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of CoachDirector, regardless of the circumstances.

5.7 <u>Waiver of Rights</u>. Because the <u>CoachDirector</u> is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded

ATTACHMENT 2

to University <u>(College)</u> employees, if the University <u>(College)</u> suspends or reassigns <u>CoachDirector</u>, or terminates this Agreement for good or adequate cause or for convenience, <u>CoachDirector</u> shall have all the rights provided for in this Agreement but hereby releases the University <u>(College)</u> from compliance with the notice, appeal, and similar employment-related rights <u>provideprovided</u> for in the State Board of Education and Board or Regents of the University of Idaho <u>RuleRules</u> Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University <u>(College)</u> Faculty-Staff Handbook.

ARTICLE 6

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

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

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

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

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

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

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University<u>(College).</u>

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 <u>Confidentiality</u>. <u>The CoachDirector</u> hereby consents and agrees that this document may be released and made available to the public after it is signed by the <u>Coach. The CoachDirector</u>. <u>Director</u> further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the <u>University (College)'sUniversity's</u> sole discretion.

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

the University <u>(College)</u> : President	— Director: 0	<u>Office</u>	of	Athleticsthe
		of Idaho		
	P.O. Box 44			
	Moscow, Idaho 83844-3151			
with a copy to:	PresidentOffice of University C	<u>'ounsel</u>		
	University of	of Idaho		
	P.O. Box 44	43158		
	Moscow, ID 83844-3158			
the Coach:	Director:		R	obert Spear
	Last known address on file with	1		-

ATTACHMENT 2

University (College)'sUniversity's Human Resource

Services

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

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

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

6.13 <u>Non-Use of Names and Trademarks</u>. The <u>CoachDirector</u> shall not, without the <u>University (College)'sUniversity's</u> prior written consent in each case, use any name, trade name, trademark, or other designation of the University (<u>College</u>) (including contraction, abbreviation or simulation), except in the course and scope of his official University (<u>College</u>) duties.

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

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

6.16 <u>Opportunity to Consult with Attorney</u>. The <u>CoachDirector</u> acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, <u>and has either consulted with legal counsel or chosen not to</u>. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY <u>(COLLEGE)</u>	DIRECTOR	 -COACH	
, President			

ATTACHMENT 2

M. Duane Nellis	Date			- <u>Robert</u>	Spear
Date					
President		Director	, Department	t of Athle	<u>tics</u>
Approved by the Board of $\underline{-}(R)$, 201	legents <u>or Trustees)_</u>	–on the	day of	,	-2000.

ROB SPEAR – ATHLETIC DIRECTOR MULTI-YEAR CONTRACT – SUBSTANTIVE MODIFICATIONS FROM SBOE FORM

Model Contract Section	UI Contract Section	Modification/Justification for Modification
2.1 Term	2.1 Term	Last sentence denotes that this is contract for the extended term fully replaces the prior contract (2004) and extension addendum (2008)
3.1 Regular Compensation	3.1 Regular Compensation	Added final paragraph to keep contract consistent with University furlough policy
3.2 Supplemental Compensation	3.2 Supplemental Compensation	Eliminate subsections 3.2.1 through 3.2.4 as inapplicable to Athletic Director position.
3.2.5 Supplemental Compensation	3.2 Supplemental Compensation	Revision makes supplemental media compensation expressly contingent upon compliance with the University's financial stewardship policies and breaks total payment into two equal installments.
3.2.5 Supplemental Compensation	3.2. Supplemental Compensation	Language calls for media compensation to be paid ¹ / ₂ at the beginning of the calendar year and ¹ / ₂ in July. This recognizes that much media work has been done by the director during the fall, and at the same time retains ¹ / ₂ of the payment as motivation for completing the season. Payment is made contingent on director's compliance with University financial stewardship policies.
3.2.6 Summer Camps	none	Summer camps are not applicable to the Athletic Director
None	3.4 Professional Development	Commits the University to fund at least one mutually agreeable professional development opportunity for Director in the area of university advancement and fundraising.
4.3 NCAA Rules	4.3 NCAA Rules	Revised to conform to NCAA Rule 11.2.2 effective 3/8/06. Rule requires a written detailed account of athletically related income and identifies some of the sources that must be reported as "including but not limited to…"
4.4 <u>Hiring Authority</u> .	4.4 <u>Hiring Authority</u> .	Revised to clarify that the President is the final decision authority on hiring and termination, unless specifically delegated to the Director
4.5 <u>Scheduling</u> .	4.5 <u>Scheduling</u> .	Revised to require the Director to consult with the President, as the President requests, for the scheduling of athletic games and events.
5.1 Termination of Coach for Cause	5.1. Termination of Coach for Cause	Continues reference to "the University, the University's governing board, the conference, or the NCAA" that was in the approved 2004 agreement. (also referenced in 5.1.1)
5.1.1.c) and 5.1.4	5.1.1.c) and 5.1.4	Eliminates language not applicable to Director (he was never previously employed as a coach or athletic director).
5.1.4 Termination of Coach for Cause	5.1.4	Adds suspension without pay and termination for significant or repetitive violations as possible disciplinary/corrective actions.
5.2.2 University Termination for Convenience	5.2.2 University Termination for Convenience	Language allows the University to offset salary received by Director for lesser employment obtained after University termination for convenience. Prior language would allow coach to take lesser employment and continue to receive full termination payment. Language also requires Director to inform University of the terms of any new employment so University can accurately determine the compensation, if any, to which Director is entitled. References to liquidated damages are deleted because the compensation due upon termination for convenience flows from a contractual right to terminate and not from a breach of the contract. The non-terminating party is entitled to compensation, not damages for breach.
5.2.3 Representation by Counsel	5.2.3 Representation by Counsel; compensation for termination	Language clarifies that the parties have been represented by counsel or that Coach <u>chose to proceed without counsel</u> during the negotiations. The underlined language is new and recognizes the fact that we cannot require candidates to retain counsel. References to liquidated damages are deleted for the same reason as in 5.2.2.
5.3.3 Coach Termination for Convenience	5.3.3 Coach Termination for Convenience	References to liquidated damages are deleted for the same reason as in 5.2.2. Establishes liquidated damages declining scale of payment.
5.3.4 Compensation for termination	5.3.4 Compensation for termination	References to liquidated damages are deleted for the same reason as

ATTACHMENT 3

Model Contract Section	UI Contract Section	Modification/Justification for Modification
		in 5.2.2.
6.16 Opportunity to Consult with	6.16 Opportunity to Consult with	Adds language similar to 5.2.3 to make clear that Coach had the
Attorney	Attorney	opportunity to consult with counsel and either did or chose not to.

BUSINESS AFFAIRS AND HUMAN RESOURCES AUGUST 11, 2011

TAB	DESCRIPTION	ACTION
1	FY 2013 LINE ITEMS	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.E Gifts and Affiliated Foundations – First Reading	Motion to approve
3	AMENDMENT TO BOARD POLICY Section V.F. – Bonds or Other Indebtedness and Section V.K. – Construction Projects – Second Reading	Motion to approve
4	FY 2013 CAPITAL BUDGET REQUESTS	Motion to approve
5	BOISE STATE UNIVERSITY Bronco Stadium Expansion – Dona Larsen Park Facility Construction	Motion to approve
6	BOISE STATE UNIVERSITY Enterprise System Roadmap Project Manager Contract	Motion to approve
7	UNIVERSITY of IDAHO Site and Facilities Lease – Public Transportation Center	Motion to approve

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SUBJECT

FY 2013 Line Items Requests

REFERENCE

April 2011 Directed agencies and institutions to use nonprioritized categories to develop FY 2013 Line Item requests

June 2011 Prioritized the FY 2013 Line Item categorizes for the institutions to use in developing their final line item requests to be approved by the Board in August

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Section 67-3502, Idaho Code

BACKGROUND/DISCUSSION

The Board established the guidelines, timetable, and priority categories for reviewing and approving the FY 2013 budget requests at the April and June 2011 Board meetings. At the June 2011 Board meeting, the institutions and agencies presented their Line Item requests. The Board approved and prioritized the following categories: 1) Center for Advanced Energy Studies, 2) Occupancy Costs, and 3) Strategic Initiatives. Biomedical Research was not prioritized. The list of Line Items summarized at Tab 1b, page 1 are listed in priority order with Biomedical Research listed last and upon final approval will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

At its April 2011 meeting, the Board included Unfunded Enrollment Workload Adjustment in its line item guidelines. Initially, staff decided to include unfunded enrollment workload adjustment as a maintenance item instead of a line item enhancement (as was done last year since EWA is a maintenance of current operations budget line). However, upon further discussion with the institutional financial vice presidents and budget directors, it was determined that the preferred approach would be to include prior year unfunded EWA as a line item after all. Should the Board agree, it will need to identify the priority of EWA among the other line items. A list of the unfunded EWA by institution can be found at tab 1b, page 2.

IMPACT

The approved Line Items will be included with the FY 2013 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2013 Budget recommendations and by the Joint-Finance Appropriations Committee for funding. The ongoing line item requests (not including unfunded EWA) represent an increase of 5.4% over the FY 2012 original appropriation.

ATTACHMENTS

Attachment 1 - FY 2012 IDVR Supplemental	Tab a
Attachment 2 - FY 2013 Line Items Summary	Tab b
Attachment 3 - Center for Advanced Energy Studies	Tab c
Attachment 4 - Occupancy Costs	Tab d
Attachment 5 - Strategic Initiatives Summary and Detail	Tab e
Attachment 6 - Biomedical Research	Tab f

STAFF COMMENTS AND RECOMMENDATIONS

For many years, the Board has been informed that the Idaho state budget request process is based on Base-plus budgeting for anticipated uncontrollable and discretionary changes which are comprised of the following:

Base Budget: Historical budget based on years of appropriations
 MCO: Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.
 Line Items: Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two year community colleges.

In the near future, the agencies and institutions are scheduled to undergo zerobased budgeting as required by DFM. The scheduled years are as follows:

2013

Public Schools

2014

Idaho Division of Vocational Rehabilitation Superintendent of Public Instruction

2015

College and Universities Community Colleges Idaho Division of Professional-Technical Education Agricultural Research and Extension (extension granted to FY 2013)

Zero-based budgeting will focus each agency and institution on its core legal requirements, mission, strategic plan, and performance measures. Any resulting budget adjustments will be processed through the normal Idaho budget development process (i.e. Base adjustments, MCO and Line Items).

Staff recommends approval.

BOARD ACTION

I move to approve the FY 2012 Supplemental Appropriation Request for Idaho Division of Vocational Rehabilitation in the amount of \$269,500 in general funds as shown on Attachment 1, Tab 1a page 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the Line Items for the agencies and institutions as listed in Attachment 2, tab 1b page 1, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to DFM and LSO on September 1, 2011.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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BUSINESS AFFAIRS AND HUMAN RESOURCES AUGUST 11, 2011

AGENCY: Division of Vocational Rehabilitation FUNCTION: Extended Employment	Agency No.:	523	FY 2012 Supplemental
Services	Function No.:		Page _1_ of _3 Pages Original Submission _X_ or
ACTIVITY:	Activity No .:		Revision No

A: Decision Unit No: 12.01	Title: Trustee	e & Benefit Fund	S	Priority Rank	ing 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
	Indirect Cost Increase Offset				
TOTAL OPERATING EXPENDITURES:	\$26,700				\$26,700
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$242,800				\$242,800
LUMP SUM:					
GRAND TOTAL	\$269,500				\$269,500

Supports institution/agency and Board strategic plans:

Goal 1, Objective 8

Goal 1: Continually provide quality Extended Employment Vocational Rehabilitation Services to eligible Idahoans with severe physical and mental disabilities and to assist them to prepare for, obtain, maintain, or regain gainful employment opportunities.

Objective 8: Enhance revenue opportunities for VR programs.

Performance Measure/s:

• Increase the number of Most Severely Disabled Idahoans placed into gainful employment.

Description:

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a sheltered workshop or community supported setting.

A recent LSO Single Audit review finding cited the Idaho Division of Vocational Rehabilitation (IDVR) for inaccurate application of a federally mandated indirect cost rate. An examination of the agency's financial practices revealed that historically the Extended Employment Services (EES) program has been undercharged for indirect costs. Correcting this error in FY2012 is essential. Regrettably the impact in FY2012 is a reduction in direct funding for client services to the EES program of \$242,800. This reduction cannot be made up through any other Vocational Rehabilitation program. This has resulted in a severe negative impact to the EES program—far greater than the expected budget reductions that have been felt across the state government. This impact was not intended by the agency.

This supplemental request is for \$269,500 to replace funds within the EES program in FY1012. The \$242,800 in direct T&B funding and an additional \$26,700 necessary to offset what will be increased indirect cost charges caused by the supplemental allocation. These funds will support the program at the level intended at the time the original appropriation was made.

The EES program is a commitment to long-term services. When a client is eligible and approved for EES funding, the state is obligating support to the client for the long-term which is often through their adult working life. In most cases the obligation is at best a period of decades. Without these funds many of the Community Rehabilitation Program's (CRP's) may be unable to continue supporting clients previously obligated for program funding. Furthermore; several of these agencies may be forced to close completely -- laying off additional workers and denying Idaho's most severally disabled populace opportunities for employment, services and training.

Many CRPs rely on the EES funds to provide services for the populace of severely disabled people of Idaho. While each of our CRP partners expected a reduction in funding levels for the FY2012 due to the reduced appropriation, they were not expecting the dramatic reduction caused by the agency's error in calculation of the indirect cost rate. This error caused the agency to inaccurately present the impact of the original FY2012 budget request.

We are requesting a supplemental to rectify this error so that EES Trustee Benefit funds will be available to maintain clients with severe disabilities who are already in the system. This supplemental request will simply cover previously made obligations for FY2012. Over the coming five years IDVR will plan to clear a backlog of waitlisted clients caused by previous year's fiscal reductions.

It is important to note that this request does not enable IDVR to assist any new clients; it merely returns the program to status quo and helps those individuals who IDVR has already committed to assisting.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - \$269,500 in state general funds

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No new positions are requested.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

c. List any additional operating funds and capital items needed.

None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This is a Supplemental request for \$269,500 in State General funds to off-set an 11% reduction in anticipated funding due to a recalculation of internal indirect cost methods.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will enable the retention of current levels of employment supports for Idaho's most severely disabled citizens.

The impact is statewide. Idaho benefits when the unemployed go to work and become taxpayers and contributors to the state's economy. Without funds fewer Idahoans with disabilities will be able to obtain or retain employment.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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STATE BOARD OF EDUCATION

FY 2013 Line Items

									Ongoing	
	FY 2012		Occupancy	Strategic	Biomedical		vs. 2012		vs. 2012	
By Institution/Agency	Appropriation	CAES	Costs Tab d	Initiatives	Research	Total	Approp	One-Time	Approp	Comments
1 Professional-Technical Education	46,511,600	Tab c 0		Tab e 800,000	Tab f 0	800,000	1.7%		1.7%	
State Leadership & Technical Asst.	1,820,100	C C	0	000,000	Ũ	0			0.0%	
General Programs	10,492,800					0			0.0%	
Post-secondary Programs	33,233,100			800,000		800,000	2.4%		2.4%	Instructional Equipment
Related Services	965,600			000,000		000,000	0.0%		0.0%	
2 College and Universities	209,828,300	3,000,000	4,841,100	7,392,400	2,080,600	17,314,100	8.3%	6,213,500	5.3%	
System-wide Needs	2,518,100	3,000,000	4,041,100	7,392,400	2,000,000	17,314,100	0.0%	0,213,500	0.0%	
Boise State University	67,631,800	1,000,000	1,909,500	195,000	567,600	3,672,100	5.4%	20,000	5.4%	Increase Graduation Rates
Idaho State University	57,150,200	1,000,000	1,165,300	6,260,500	843,000	9,268,800	16.2%	5,885,500	5.9%	IT, Library Collections, Cadaver Lab
University of Idaho	71,007,400	1,000,000	1,279,400	0,200,300	670,000	2,949,400	4.2%	250,000	3.8%	
Lewis-Clark State College	11,520,800	1,000,000	486,900	936,900	070,000	1,423,800	12.4%	58,000	11.9%	Strategic Initiatives
3 Community Colleges	23,033,000	0	,	1,577,300	0	2,989,000	12.4%	641,500	10.2%	Strategic miliatives
College of Southern Idaho	10,243,000	0	563,100	281,900	0	2,989,000 845,000	8.2%	641,500	8.2%	STEM Initiative, Improve Graduation Rate
•			565,100			,		044 500		, I
North Idaho College	8,742,900		0.40,000	878,500		878,500	10.0%	641,500	2.7%	Region 1 District, Physical Therapy, 1 Stop Sho
College of Western Idaho	4,047,100		848,600	416,900		1,265,500	31.3%		31.3%	Nursing Staff, 1 Stop Shop Student Services
4 Agricultural Research/Extension	22,559,000		39,500			39,500	0.2%		0.2%	
5 Health Education Programs	10,000,900	0	0	316,000	0	,	3.2%		3.2%	
WI Veterinary Education	1,711,300					0			0.0%	
WWAMI Medical Education	3,451,600			100,000		100,000	2.9%		2.9%	GME Office
IDEP Dental Education	1,357,800					0	,.		0.0%	
Univ. of Utah Med. Ed.	1,242,400					0	0.0%		0.0%	
Family Medicine Residencies	1,938,200					0	0.0%		0.0%	
WICHE	188,200					0	0.0%		0.0%	
Psychiatry Residency	111,400					0	0.0%		0.0%	
Internal Medicine Residency	0			216,000		216,000	0.0%		0.0%	Boise Residency Program
6 Special Programs	8,634,300	0	0	2,129,500	0	2,129,500	24.7%	275,000	21.5%	
Forest Utilization Research	490,000			193,000		193,000	39.4%		39.4%	Rangeland Center
Geological Survey	671,800					0	0.0%		0.0%	
Scholarships and Grants	6,663,300			1,598,500		1,598,500	24.0%		24.0%	GEARUP and Opportunity Scholarships
Museum of Natural History	435,200			338,000		338,000	77.7%	275,000	14.5%	IT Position and Storage
Small Bus. Development Centers	236,100			,		0	0.0%	,	0.0%	
TechHelp	137,900					0	0.0%		0.0%	
7 State Board of Education	2,108,900	0	0	125,000	0	Ũ	5.9%	125,000	0.0%	Transfer Charter Schools, Indirect Cost Funds
8 Idaho Public Television	1,377,000	0	0	116,500	Ū	116,500	8.5%	5,700	8.0%	Idaho Legislature Live/Multimedia Personnel
9 Vocational Rehabilitation	6,795,200	0	0	1,232,800	0	1,232,800	18.1%	5,700	18.1%	
Renal Disease	504,400	0	0	1,202,000	0	1,232,800	0.0%		0.0%	
	,			1 222 800		-				
Vocational Rehabilitation	2,914,600			1,232,800		1,232,800	42.3%		42.3%	
Community Supported Employment	3,336,100					0			0.0%	
Council for the Deaf/Hard of Hearing	40,100	<u> </u>	• • • • • • • • • •	A 10 000 555	• • • • • • • • • • • • • • • • • • •	0	0.0%	• - • • • • • • • • • •	0.0%	
10 Total	\$ 330,848,200	\$ 3,000,000	\$ 6,292,300	\$ 13,689,500	\$ 2,080,600	\$ 25,062,400	7.6%	\$ 7,260,700	5.4%	
Percentage of FY 2012 Appropriation		0.9%		4.1%	0.6%	7.6%				

Unfunded Enrollment Workload Adjustment

	BSU	ISU	UI	LCSC	Total
FY 2009	\$823,700	\$500,900	\$0	\$0	\$1,324,600
FY 2010	\$1,974,400	\$177,200	\$0	\$170,300	\$2,321,900
FY 2011	\$5,931,800	\$2,447,900	\$0	\$215,700	\$8,595,400
FY 2012	\$10,311,100	\$4,991,100	\$815,300	\$943,700	\$17,061,200

BUSINESS AFFAIRS AND HUMAN RESOURCES AUGUST 11, 2011

AGENCY: Boise State University

FUNCTION: General Education

Agency No.: 512

FY 2013 Request

Function No.: 01

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY: CAES

Activity No.:

A: Decision Unit No: 12.03	Center Title: Draft	enter for Advanced Energy Studies - raft Priority Ranking 3 of 4			
A. Decision onitine. 12.05	The Dian				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.08				8.08
PERSONNEL COSTS:					
1. Salaries	587,400				587,400
2. Benefits	201,600				201,600
3. 5 Graduate Assistants stipends and fringe.	122,100				122,100
TOTAL PERSONNEL COSTS:	911,100				911,100
OPERATING EXPENDITURES by summary object:					
 Graduate Assistants tuition waivers Materials and Supplies 	43,300 20,600				43,300 20,600
3. Travel	25,000				25,000
TOTAL OPERATING EXPENDITURES:	88,900				88,900
CAPITAL OUTLAY by summary	00,900				00,900
object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,000,000				1,000,000

How connected to institution/agency and Board strategic plans:

This request directly supports the State Board of Education's objective to support and enhance the state's infrastructure and capacity for advanced energy studies through collaborative efforts among UI, ISU, BSU and the Idaho National Laboratory.

Boise State University's involvement in CAES is directly linked to our research and public policy mission with the primary emphasis defined by the State Board of Education's Institutional Role and Mission statement in public affairs and our developed strengths in sciences and engineering. The program supports Boise State University's strategic plan in that it will contribute to the institution's continued development of "academic excellence," "public engagement" and "exceptional research."

Boise State is home to the CAES Energy Policy Institute (EPI). The institute focuses on energy related policy research, analysis, and education. It brings together policy personnel from the three Idaho Universities and INL to analyze and examine proposed energy policy and seek

Boise State is home to the CAES Energy Policy Institute (EPI). The institute focuses on energy related policy research, analysis, and education. It brings together policy personnel from the three Idaho Universities and INL to analyze and examine proposed energy policy and seek solutions for suitable energy. The value of the public policy piece is critical to understanding how society and its institutions address energy issues.

This FY2013 budget request is for funding to support and build the educational, research, and policy capabilities of Boise State University both in the areas of science/engineering and policy. Although one-time funding was provided for FY 2012 from the State General Account, permanent funding needs to be secured. This is the same request of on-going funds as was requested in the 2012 budget request.

Specifically, Boise State is requesting funding for:

- Materials Science and Engineering Support:
 - Two (2) postdoctoral associates, one (1) associate professor, two months faculty summer support, 1.77 FTE for research scientists/faculty, four (4) graduate research assistantships, materials and supplies and travel expenses.
- Energy Policy Institute (EPI) Support:
 - One (1) EPI director, one EPI assistant director, one (1) assistant professor, one half time professional staff member, two half time graduate research assistantships, and a modest amount for materials and supplies.

AGENCY: Idaho State University

FUNCTION: General Education

Agency No.: 513

Function No.: 1000

FY 2013 Request of <u>3</u> Pages

ACTIVITY: CAES

Activity No.:

Page _1_ Original Submission ____ or Revision No. _X__

		for Advanced I			
A: Decision Unit No: 12.02	Title: Studie	s in Idaho Falls		Priority Rank	ing 2 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.3				8.3
PERSONNEL COSTS:					
1. Salaries	634,400				634,400
2. Benefits	211,100				211,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	845,500				845,500
OPERATING EXPENDITURES by summary object:					
1. Materials and Supplies	60,000				60,000
2. Travel	50,000				50,000
3. Communications	44,500				44,500
TOTAL OPERATING EXPENDITURES:	154,500				154,500
CAPITAL OUTLAY by summary object:					
1. Equipment					
2. Startup Packages					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,000,000				1,000,000

How connected to institution/agency and Board strategic plans:

The Center for Advanced Energy Studies (CAES) collaborative between the Idaho National Laboratory (INL), Idaho State University, University of Idaho, and Boise State University represents a vital effort to integrate cutting-edge energy studies in the ISU College of Engineering with national interests being developed at the INL. Research and teaching efforts centered on CAES further the following Goals, as articulated in ISU's current strategic plan:

ISU Goal 1 — Achieve academic excellence in undergraduate, graduate, professional and technical education. (SBOE Goals: Objective 1.A, Access, 1.B, Higher Levels of Educational Attainment; Goal 2, Critical Thinking and Innovation)

ISU Goal 2 — Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge. (SBOE Goal 2, Critical Thinking and Innovation).

ISU Goal 4 — Prepare students to function in a global society. (SBOE Goal 1,A Well Educated Citizenry)

ISU Goal 5 — Focus institutional, instructional, and research expertise on community and societal needs throughout the state, region, nation, and world. (SBOE Goals: 1, A Well Educated Citizenry; 2, critical Thinking and Innovation)

Description:

The Center for Advanced Energy Studies (CAES) is a collaborative initiative between Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI) and the Idaho National Laboratory (INL) that will address the critical energy issues facing our nation. Operating as a jointly managed research center, CAES will maximize the utilization of the energy-related capabilities of its member institutions and sponsors. Cross-organizational, peer-to-peer technical collaboration in areas of nuclear, renewable, fossil and alternative energy will be encouraged.

To ensure the success of CAES, as an enduring Idaho institution, approximately three million dollars in recurring funding is requested to build the research, policy, and educational capabilities of CAES. Specifically funding (PC) is requested to partially support 25 research active faculty members, 5 senior technicians, 3 full time CAES Associate Directors, and 3 administrative support persons (one per Associate Director), who will be recruited and hired over a period of four years. Operating costs (OE) are also requested.

These research faculty members will be hired by their respective universities on fiscal or academic year appointments as appropriate, with support for at least 6 months per year on this request. These hires will also be supported through CAES joint appointments and or joint research with the INL for the balance of their academic appointments and on grants and contracts for the summer. Researchers will be located in or spend time in the new CAES research building located in Idaho Falls, which was occupied July 2008. The costs presented are based upon FY2008 estimates.

Questions:

6. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? This request is for ongoing appropriated funding to make permanent the one-time funding granted by the State Legislature in the spring of 2008, as well as to build on the original base funding for the second year (see attachment). We request ongoing appropriated funding for the personnel listed below, as well as for the operating expenses listed above.

- 7. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. 8.3 FTE, as described in attached document.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. As listed in the attached documentation.
 - c. List any additional operating funds and capital items needed. None.
- 8. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. *The request is for ongoing funding.*
- 9. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Funding will allow the CAES collaborative to develop and maintain facilities and personnel vital to the developing understanding of alternative energy studies at the global, national, regional, and local scales.
- 10. If this is a high priority item, list reason non-appropriated Line Items from FY 2010 budget request are not prioritized first. *This request is a continuation of the FY11 budget request.*

<u>Year</u>	<u>FY13</u>	Gross	<u>%</u> State	<u>\$ State</u>	Fringe	Insurance	Total
Yr. 1 Yr. 2 Yr. 2 Yr. 2	Nuclear Engineering Chair Assistant Professor NE, Fuels & Modeling Research Professor NE, Fuel Cycle Assoc. Prof. NE, Nuclear Materials Assoc. Prof. NE, Fuels Research AOP Physics, Detectors Research AP Physics, Materials Professor NE, Reactors Asst. Prof. Health Physics - Reactors Technician/Assistant Lecturer Nuc. Eng. AA II Asst. Prof. Mechanical/Materials Assoc. Prof. Applied Math/Modeling Assoc. Prof. Hydrogen Totals:	\$148,345.60 \$70,000.00 \$139,256.00 \$85,000.00 \$63,918.40 \$63,294.40 \$48,859.20 \$58,801.60 \$60,008.00 \$31,512.00 \$70,000.00 \$85,000.00 \$85,000.00 \$85,000.00	50% 75% 70% 60% 50% 50% 100% 50% 50% 50%	\$74,172.80 \$52,500.00 \$97,479.20 \$51,000.00 \$42,500.00 \$31,959.20 \$31,647.20 \$12,214.80 \$29,400.80 \$60,008.00 \$31,512.00 \$35,000.00 \$42,500.00 \$42,500.00 \$42,500.00 \$42,500.00	\$15,665.30 \$11,088.00 \$20,587.61 \$10,771.20 \$8,976.00 \$6,749.78 \$6,683.89 \$2,579.77 \$6,209.45 \$12,673.69 \$6,578.45 \$7,392.00 \$8,976.00 \$8,976.00 \$133,907.12	\$4,650.00 \$6,975.00 \$5,580.00 \$4,650.00 \$4,650.00 \$4,650.00 \$4,650.00 \$9,300.00 \$9,300.00 \$4,650.00 \$4,650.00 \$4,650.00 \$4,650.00 \$4,650.00 \$4,650.00	\$94,488.10 \$70,563.00 \$124,576.81 \$67,351.20 \$56,126.00 \$43,358.98 \$42,981.09 \$17,119.57 \$40,260.25 \$81,981.69 \$47,390.45 \$47,042.00 \$56,126.00 \$56,126.00 \$56,126.00
		FTE: People:	8.3 14				

AGENCY: University of Idaho

FUNCTION: General Education

Agency No.: 514 Function No.: 01

Inction No.: 01

FY 2013 Request Page <u>1</u> of <u>4</u> Pages Original Submission <u>X</u> or Revision No. ___

ACTIVITY: CAES

Activity No.:

A: Decision Unit No: 12.02	Center Title: Studie	for Advanced s	Energy	Priority Rank	ing 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.50				8.50
PERSONNEL COSTS:					
1. Salaries	\$711,100				\$711,100
2. Benefits	\$231,700				\$231,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$942,800				\$942,800
OPERATING EXPENDITURES by summary object:					
1. Maintenance Costs	\$27,200				\$27,200
TOTAL OPERATING EXPENDITURES:	\$27,200				\$27,200
CAPITAL OUTLAY by summary object:	<i> </i>				····
1. PC and workstation	\$30,000				\$30,000
	\$ 22.222				* ~~~~~
TOTAL CAPITAL OUTLAY:	\$30,000				\$30,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,000,000				\$1,000,000

Supports institution/agency and Board strategic plans:

Board strategic plan: Goal 2, Objective A

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:

- Institution funding from competitive federally funded grants
- Institution funding from competitive industry funded grants

Through the end of FY 2010 Center for Advanced Energy Studies (CAES) activities have resulted in over \$22 million in federal grants and contracts. An additional, \$6 million in federal funds have also

BAHR - SECTION II

been realized for advanced laboratory equipments. Significant interaction with industry include the CAES Energy Efficiency Research Initiative (partnering with Idaho Power, the J.R. Simplot Co., Micron Technology and other Idaho-based companies) and CAES Bioenergy Initiative (Memorandum of Understanding with the Innovation Center for U.S. Dairy).

In addition, this request supports the goals outlined in the University of Idaho - Idaho Falls (UIIF) strategic plan in the areas of "Clean Energy" and "Water and Energy" and is linked to the University's Strategic Goals 2 and 3. Specifically: Goal 2 – Scholarly and Creative Activity (UIIF – "Deliver strategically-focused integrated Energy, and Homeland Security research programs") and Goal 3 – Outreach and Engagement (UIIF – "Build stronger partnerships with INL and other state universities").

Description:

One million dollars in recurring funding is requested to build the research, policy, and educational capabilities of the Center for Advanced Energy Studies (CAES)¹. Specifically ten (10) research active faculty members, two (2) senior technician positions, a full time Associate Director with a faculty appointment, and an Administrative Support person will be recruited and hired with the balance of the requested recurring funding being used for the maintenance of research equipment and general purpose computers and renewals. The costs presented are based on actual salaries of individuals in the position or a 2009-10 academic year market salaries survey. Costs have not been escalated for future years. Specifically the faculty members will support the energy research mission of CAES and will include:

- a) Four (4) Nuclear Scientists/Engineers (all hired by the College of Engineering; 3 in FY2008 and 1 hired to start in FY 2012; all partially supported by one-time state appropriated CAES funding),
- b) Two (2) Energy Systems Scientists or Engineers (both hired by the College of Engineering to start in FY 2012; both partially supported by one-time state appropriated CAES funding).
- c) Biofuels/Bioenergy Engineer (hired by the College of Agriculture and Life Sciences in FY2010; partially supported by one-time state appropriated CAES funding),
- d) Energy Geoscientist (College of Science; to be recruited and hired in FY 2013),
- e) Natural Resource/Water-Energy Scientist or Policy Expert (College of Science, College of Natural Resources, or College of Agriculture and Life Sciences; to be recruited and hired in FY2013), and
- f) Energy Policy/Law Professor (College of Law; to be recruited and hired in FY 2013).

The faculty members will be hired by their respective colleges on academic year appointments, supported for 5 months per year on this request, and spend at least part of the year in the 55,000 square foot CAES research building located in Idaho Falls. These hires will also be supported through CAES joint appointments with the Idaho National Laboratory (INL) for the

¹ CAES is a public/private partnership between the State of Idaho through its academic research institutions, Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), and the federal government through the Department of Energy and its Idaho National Laboratory (INL), which is managed by the private entity the Battelle Energy Alliance (BEA). Through its collaborative structure, CAES combines the efforts of these four research institutions to provide timely research support on both technical and policy issues.

remainder (4 months) of their academic appointments and on grants and contracts for the summers. In addition to the above faculty members, two technicians (supported half time by this request and half time by grants and contracts), a full time administrative support person (to be hired in FY2013), and a full time CAES associate director (to be hired in FY 2013 to replace the part-time director currently funded by the Idaho National Laboratory) will also be hired. Funds are also requested to support the general research operational needs of the CAES faculty members, specifically

- a) Research equipment maintenance agreements and repairs (ongoing)
- b) Desk top computers and renewals (for both faculty and graduate students; ongoing)

Budget requests category are provided in the attached spreadsheet.

	University of Idaho								
	Request for Recurring State Funding for the Center for Advanced Energy Studies								
Bas	Base Salaries from 2009-10 Academic Year Market Salaries Survey for 100% Market Level, Associate Professor								
	ppropriate disciplines or actual salary for exist		•).		
	ge calculated as 24.17% of Base Salary plus	•		· ·		•	,		
(Val	ues execpt FTE in thousands of dollars)		· ·						
	· · · · · ·					(FTE)			
		Appointment (9 mo/12	Base		Salary +	Fraction of	FY2013		
	Position	mo)	Salary	Fringe	Fringe	Salary	Request		
1	Nuclear (Materials)*	9	\$76.59	\$25.55	\$102.14	0.56	\$56.75		
2	Nuclear (Mechanical Engineering)*	9	\$95.38	\$30.09	\$125.47	0.56	\$69.71		
3	Nuclear (Chemical Engineering)*	9	\$79.69	\$26.30	\$105.99	0.56	\$58.88		
4	Nuclear (Mechanical Engineering)**	9	\$83.00	\$27.10	\$110.10	0.56	\$61.17		
5	Energy Systems (Industrial Technology)**	9	\$83.50	\$27.22	\$110.72	0.56	\$61.51		
6	Energy Systems (Industrial Technology)**	9	\$70.00	\$23.96	\$93.96	0.56	\$52.20		
7	Bioenergy (Bio & Ag Engineering)*	12	\$76.00	\$25.41	\$101.41	0.50	\$50.70		
8	Energy Geoscientist	9	\$77.16	\$25.69	\$102.85	0.56	\$57.14		
9	Energy Natural Resources	9	\$77.63	\$25.80	\$103.43	0.56	\$57.46		
10	Energy Policy/Energy Law	9	\$113.92	\$34.57	\$148.49	0.56	\$82.50		
11	Senior Technician*	12	\$48.38	\$18.73	\$67.11	0.50	\$33.56		
12	Senior Technician	12	\$50.00	\$19.13	\$69.13	0.50	\$34.56		
13	Management Assistant	12	\$38.40	\$16.32	\$54.72	1.00	\$54.72		
14	CAES Associate Director	12	\$165.00	\$46.92	\$211.92	1.00	\$211.92		
	Total Labor		\$1,134.65	\$372.80	\$1,507.45	8.50	\$942.78		
	Desk Top Computing Renewal (12 per year	at \$2.5K each)					\$30.00		
	Maintenance/Repair of Equipment						\$27.22		
	Total Request						\$1,000.00		

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

See description above.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

See table and description above.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

See table and description above.

c. List any additional operating funds and capital items needed.

See table and description above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

See table and description above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

"The future for energy research and development is bright at the Center for Advanced Energy Studies and its partner institutions - Boise State University, Idaho National Laboratory, Idaho State University, and University of Idaho.

All continue to build their collective research portfolios through CAES. Our collaboration is paying off not only for the partners, but for the state of Idaho and the nation.

In FY 2010, CAES:

• Competed for and won approximately \$ 8.2 million in new research, equipment, and other funding

• Attracted 418 students to Idaho's flagship nuclear engineering and science programs and added three new faculty members/researchers (three more are in the works)

• Built a new industrial partnership in bioenergy from solid wastes

• Filled its advanced materials, imaging, and visualization laboratories with state-of-the-art equipment." (from *FY 2010 Annual Report – Center for Advanced Energy Studies*, attached)

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

STATE BOARD OF EDUCATION

FY 2013 Budget Request Colleges & Universities/Agencies Calculation of Occupancy Costs

	Projected Date	Use for Non-Aux.	Gross	Non-Aux.	(1)	(2) Custodia	ol Coste		(3) Utility	(4) Maintenan		(5)	Total	% qtrs	Revised
Institution/Project	of Occupancy	Education			FTE		Supplies	Total	Estimate	Repl Value		Other	Occ Cost	used in FY12	FY13
BOISE STATE UNIVERSITY															
	0	4000/	00.004	00.004											
Yanke Center *	Sept. 2008	100% 48%		83,801	4.50	40.000	0.000	50.000	00.000	0.004.774	00.400	07.000	004 500	4000/	004 50
Norco Building (floors 3 and 4) Norco Building classroom 1st floor	July-09			39,017 1,374	1.50 0.05	49,900 1,700	3,900 100	53,800 1,800	68,300 2,400	8,661,774 305,028	62,400 100	37,000 1,300	221,500 5,600	100% 100%	221,50 5,60
.	July-09	2%		8.954											
Capitol Village University Adv. Non Auxiliary Space in Parking Deck	March-06 Oct. 2007	100% 50%		6,954 5,173	0.34 0.20	11,300 6.600	900 500	12,200 7.100	15,700 9,100	1,790,800 1,034,500	26,900 7,800	8,300 4,800	63,100 28,800	100% 100%	63,10 28,80
Capitol Village Emeritus Guild	March-09	100%		2,111	0.20	2,700	200	2,900	3,700	422,000	6,300	2,000	14,900	100%	28,80
Capitol Village Adv. Expansion	March-09	100%		1,512	0.08	2,700	200	2,900	2,600	302,400	4,500	2,000	14,900	100%	14,90
Environmental Research Bldg.	April-11	100%		89,000	3.42	2,000	8,900	2,200	2,600	22,500,000	4,500	86,500	702,400	100%	702,40
COBE					2.74		7,100	98,200	124,800	37,000,000	555,000	84,500	862,500	100%	862,50
* Yanke Center Space utilization is pe	July-12	100%	71,324	71,324	8.39	91,100 279,000	21,800	300,800	382,400	37,000,000	1,000,500	225,800	1,909,500	100%	1,909,50
	ending.				0.39	279,000	21,600	300,800	362,400		1,000,500	225,600	1,909,500		1,909,50
IDAHO STATE UNIVERSITY															
Rendezvous Center (Acad Side)	June-07	100%	101,920	101,920	3.92	129,700	10,200	139,900	178,400	15,000,000	225,000	90,500	633,800	100%	633,80
Rendezvous Center (PYs Approp.)	Julie-07	100 %	101,920	101,920	-3.92	-131,800	-10,200	-142,000	-158,000	15,000,000	225,000	90,500 0	-300,000	100%	(300,00
Meridian Building	July-09	100%	107,378	107,378	4.13	136,600	10,200	147,300	187,900	16,000,000	240,000	95,500	670,700	100%	670,70
CAES	July-08			18,333	4.13	23,500	1,800	25,300	32,100	15,400,000	77,000	26,400	160,800	100%	160,80
CAES	July-08	3376	55,000	10,333	4.84	158,000	12,500	170,500	240,400	13,400,000	542,000	212,400	1,165,300	100 %	1,165,30
					4.04	156,000	12,500	170,500	240,400		542,000	212,400	1,105,500		1,105,50
UNIVERSITY OF IDAHO															
Hays Hall (1)	January-06	100%	29,397	29,397	1.13	37,500	2,900	40,400	51,400	7,387,628	110,800	28,500	231,100	100%	231,10
Vandal Athletic Center (2)	January-04			5.000	0.19	6,300	2,300	6.800	8,800	8.502.154	18,100	10,700	44,400	100%	44,40
Living Learning Center (3)	May-04			10,180	0.39	12,900	1,000	13,900	17,800	39,312,000	29,600	39,300	100,600	100%	100,60
UI Research Park Post Falls	July-02	38%		11,700	0.35	14,900	1,200	16,100	20,500	5,534,446	31,900	13,400	81,900	100%	81,90
Prof Golf Mgmt Program Space	July-04	51%		1,860	0.43	2,300	200	2,500	3,300	822.032	6,300	2,100	14,200	100%	14,20
Teaching and Learning Center	January-05			27,228	1.05	34,800	2,700	37,500	47,600	4,654,054	69,800	24,700	179,600	100%	179,60
Collaborative Ctr for Fish Studies	September-06	50%		6,762	0.26	8,600	700	9,300	11,800	3,389,488	25,500	7,900	54,500	100%	54,50
	Aug 04 to Aug 10	32%		72,500	2.79	92,500	7.300	99,800	126,900	56,955,229	275,000	101,400	603,100	100%	603,10
Idaho Water Center* (PYs Appr.)	nug of to nug to	0270	220,221	12,000	-1.76	-58,600	-4,600	-63,200	-80,000	00,000,220	-166,900	(64,900)	-375,000	100%	(375,00
Wood Chip Storage Facility	May-09	100%	24,000	24,000	0.92	30,500	2,400	32,900	42,000	5,096,000	76,400	22,600	173,900	100%	173,90
South chiller plant & storage tank	May-10			4,517	0.17	5.600	500	6,100	7,900	6,950,000	104,300	9,000	127,300	100%	127,30
Janssen Engineering Bldg**	March-09	100%		3,079	0.12	4,000	300	4,300	5,400	2,006,784	30,100	4,000	43,800	100%	43,80
		10070	0,010	0,010	5.78	191,300	15,100	206,400	263,400	2,000,101	610,900	198,700	1,279,400	10070	1,279,40
							,	,			,	,	.,,		.,,.
UNIVERSITY OF IDAHO															
Agricultural Research & Extension Se	rvice														
Caldwell Office/Conf Facility	September-06	- 100%	3,662	3,662	0.14	4,600	400	5,000	6,400	569,480	8,500	3,300	23,200	100%	23,20
Kimberly Lab/Office Building	April-11	100%		3,192	0.12	4.000	300	4,300	5,600	246,688	3,700	2,700	16,300	100%	16,30
			2,.02	-,	0.26	8,600	700	9,300	12,000	,	12,200	6,000	39,500		39,50
						2,250		-,	,: 50		,	2,230	,-00		20,0
LEWIS-CLARK STATE COLLEGE															
Nursing & Health Science Faculty	July-09	100%	60,000	60,000	2.31	76,900	6,000	82,900	105,000	16,000,000	240,000	59,000	486,900	100%	486,90
	22.9 00		,-00	,0		,	-,0	,0	,		,	,0			

STATE BOARD OF EDUCATION

FY 2013 Budget Request

Colleges & Universities/Agencies Calculation of Occupancy Costs

			% of													
			Use for			(1)	(2)			(3)	(4)		(5)			
		Projected Date		Gross	Non-Aux.		Custodia			Utility	Maintenance			Total	% qtrs	Revised
1 Instit 2	tution/Project	of Occupancy	Education	Sq Footage	Sq Footage	FTE	Sal & Ben	Supplies	Total	Estimate	Repl Value C	ost@1.5%	Other	Occ Cost	used in FY12	FY13
6 Colle	ege of Southern Idaho Health Science & Human Services															
7 B		January-10	100%	72,400	72,400	2.78	89,100	7,200	96,300	126,700	18,000,000	270,000	70,100	563,100	100%	563,100
-	ege of Western Idaho															
	CWI Main building (Nampa)	January-09	96%	65.000	62,600	2.41	77,200	6,300	83,500	109,600	15,000,000	216,700	60,200	470,000	100%	470,000
	Canyon County Center	July-09	75%		57,750	2.22	71,100	5,800	76,900	101,100	12,960,000	145,800	54,800	378,600	100%	378,600
2		,				4.63	148,300	12,100	160,400	210,700	,,	362,500	115,000	848,600		848,60
3																
4																
5																
6																
	(1) This building was formerly know	n as the Alumni F	Residence (Center, a na	me indicatin	a its histori	cal use; it h	as since bee	en vacated b	y University R	esidences and is	s now maintai	ined as gener	al education s	bace	
, (
	(2) The Vandal Athletic Center inclu		ucation cla	ssroom and	training room	m, compute	er labs, and	associated	support space	e						
3 ((2) The Vandal Athletic Center inclu	ides a general ed			0		,		support space	e						
в (Э ((2) The Vandal Athletic Center inclu	ides a general ed			0		,		support spac	e						
3 (9 ()	(2) The Vandal Athletic Center inclu	ides a general ed			0		,		support spac	e						
3 (9 ()	(2) The Vandal Athletic Center inclu	ides a general ed			0		,		support spac	e						
3 (9 () 1 2	(2) The Vandal Athletic Center inclu	udes a general ed udes general educ	cation class	srooms and	program spa	ace eligible	for occupar		support spac		Annual utility costs	will be project	ed at \$1.75 per	1.75		
3 (9 (0 1 <u>2</u> 3 (1) 1	(2) The Vandal Athletic Center inclu(3) The Living Learning Center inclu	udes a general ed udes general educ otage and in 13,000	cation class	srooms and nents thereaft	program spa er, .5 Custodi	ace eligible al FTE will b	for occupar		support spac	(3) (4)	Building maintena	nce funds wi	Il be based o	on 1.5% of the	e construction cosi	
B (9 (0 1 2 3 (1) 4 (2) \$	 The Vandal Athletic Center inclu The Living Learning Center inclu FTE for the first 13,000 gross square for 	udes a general edu udes general educ btage and in 13,000 cy for pay grade "E"	GSF increm	srooms and nents thereaft d by the Divisi	program spa er, .5 Custodi ion of Human	ace eligible al FTE will b Resources.	for occupar e provided.	icy costs	support spac	(3) (4)	Building maintena (excluding archited	nce funds wi ctural/engineer	II be based of ing fees, site	on 1.5% of the work, movable (equipment, etc.) for	
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B (9 (0 1 2 3 (1) 4 (2) \$ 5 6	 (2) The Vandal Athletic Center inclu (3) The Living Learning Center inclu FTE for the first 13,000 gross square for Salary for custodians will be 80% of Polic Benefit rates as stated in the annual Bud 	udes a general edu udes general edu otage and in 13,000 cy for pay grade "E" Iget Development M	Cation class	srooms and nents thereaft d by the Divisi ers comp rate	program spa er, .5 Custodi ion of Human	ace eligible al FTE will b Resources.	for occupar e provided.	icy costs	support spac	(3) (4)	Building maintena (excluding archited	nce funds wi ctural/engineer	II be based of ing fees, site	on 1.5% of the work, movable (equipment, etc.) for	
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STATE BOARD OF EDUCATION

Strategic Initiatives

By Institution/Agency	Amount	Page #	Option A	Option B	Option C	Option D	Approved	One-Time
1 Boise State University	\$195,000		\$0	\$0	\$0	\$0	\$0	\$0
Increase Graduation Rates & Improve Time to Graduate	\$195,000	3						
2 Idaho State University	\$6,260,500		\$0	\$0	\$0	\$0	\$0	\$0
Information Technology Infrastructure	\$4,079,700	5						ļ
Key Library Collections	\$650,000	7						ŗ
Gross Anatomy (cadaver) Laboratory, Meridian	\$1,530,800	11						ļ
3 Lewis-Clark State College	\$936,900		\$0	\$0	\$0	\$0	\$0	\$0
Strategic Initiatives	\$936,900	13						ļ
4 Community Colleges	\$1,577,300		\$0	\$0	\$0	\$0	\$0	\$0
CSI: STEM Initiative	\$175,800	17						
CSI: Graduation Rate Improvement	\$106,100	23						ļ
NIC: Partnerships with Region 1 School Districts	\$99,800	29						ŗ
NIC: Physical Therapist Assistant Program	\$250,000	33						ļ
NIC: One Stop Shopping Student Support Services	\$528,700	37						ļ
CWI: Nursing Staff Funding	\$221,500	41						ŗ
CWI: Virtual One-Stop Student Services	\$195,400	45						ŗ
5 Professional-Technical Education	\$800,000		\$0	\$0	\$0	\$0	\$0	\$0
Instructional Equipment	\$800,000	49						ļ
6 Health Programs	\$316,000		\$0	\$0	\$0	\$0	\$0	\$0
WWAMI: GME Office	\$100,000	53						ļ
Boise Internal Medicine Residency	\$216,000	57						ļ
7 Special Programs	\$2,129,500		\$0	\$0	\$0	\$0	\$0	\$0
Forest Utilization Research: Rangeland Center	\$193,000	59						
Opportunity Scholarship	\$1,000,000	63						I
GEARUP Scholarship	\$598,500	65						I
Museum of Natural History: IT position and Storage	\$338,000	69						
8 Idaho Public Television	\$116,500		\$0	\$0	\$0	\$0	\$0	\$0
Idaho Legislature Live/Multimedia Personnel	\$116,500	73	•	* -	* -	τ -	T -	T -
9 Idaho Division of Vocational Rehabilitation	\$1,232,800		\$0	\$0	\$0	\$0	\$0	\$0
Rehabilitation Administration Services Match	\$576,900	77	÷.	÷-	÷-	+ -	÷-	+-
Extended Employment Services increase Indirect Costs	\$655,900	81						
10 Office of the State Board of Education	\$125,000	0.	\$0	\$0	\$0	\$0	\$0	\$0
Move Charter Schools to Separate Function	\$0	83	Ψ0	Ψ0	Ψ0	Ψ~	Ψ~	ψC
Indirect Cost Cash Spending Authority	\$125,000	85						
Total	\$13,689,500	00	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$13,008,000		ψυ	ψυ	ψυ	ψυ	ψυ	φυ

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AGENCY: Boise State University FUNCTION: Strategic Initiatives –		Agency No.: 512	FY 2013 Request
Academic Affairs		Function No.: 01	Page of Pages
ACTIVITY:		Activity No.:	Original Submission <u>X</u> or Revision No
		Increase Graduation Rates and	
A: Decision Unit No: 12.02	Title:	Improve Time To Graduation	Priority Ranking 2 of 4

A: Decision Unit No: 12.02	Title: Improv	e Time To Grad	uation	Priority Rank	ing 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3				3
PERSONNEL COSTS:					
1. Salaries and Benefits	180,000				180,000
TOTAL PERSONNEL COSTS:	180,000				180,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	15,000				15,000
TOTAL OPERATING					
EXPENDITURES:	15,000				15,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	195,000				195,000

Boise State has seen positive improvements in student retention and graduation rates due to enhanced advising, increased faculty-student interactions and restructuring of targeted courses. There is more to be done to improve graduation rates and reduce the time to completion for students. This request is for staffing and operating funds to use in specific areas that are deemed most likely to result in measurable positive outcomes – specifically in graduation rates and time to completion.

This initiative connects to the Board's vision of education that provides for an intelligent and well-informed citizenry.

A thorough proposal will be developed over the summer and ready for the August submission of the FY 2013 line items.

Description:

This FY 2013 budget request is for funding for academic support staff, and on-going operating expenses.

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: General Education

Agency No.: 513 Function No.: 1000 FY 2013 Request

Page __1_ of _2 Pages Original Submission _X_ or Revision No. ___

ACTIVITY: Strategic Initiative

Activity No .:

A: Decision Unit No: 12.03		ation Technolo ructure	ду	Priority Ranki	ng 3 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object: One-time funding to upgrade antiquated IT infrastructure to meet current cyber infrastructure needs.					
TOTAL CAPITAL OUTLAY:	4,079,700				4,079,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	4,079,700				4,079,700

Supports institution/agency and Board strategic plans:

ISU Goal: 6 - Promote the Efficient and Effective Use of Resources (SBOE Goal: 3, Effective and Efficient Delivery Systems)

ISU Performance Measures: 6.4 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.

Description

BAHR - SECTION II

ISU recently engaged an IT consulting company, NetArx, in partnership with Qwest Communications to conduct an assessment of the university's IT infrastructure and ISU's readiness to transition from a legacy phone system (no longer supported by the manufacturer) to Voice Over Internet Protocol (VOIP). ISU is requesting funding for the infrastructure portion of their assessment. Upgrades are sorely needed, regardless of whether we are able to fully move to VOIP.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting one-time funding to upgrade ISU's IT infrastructure. Outside contractors would do this work so no additional staffing is required. There is no funding in the base.

- 2. What resources are necessary to implement this request?
 - **a.** List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **None**
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **None**
 - c. List any additional operating funds and capital items needed. None
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This funding will upgrade all campus buildings with current fiber and cabling infrastructure. Current infrastructure will not support future needs/demands of faculty, students, and staff. These upgrades would also allow ISU to move to a VOIP infrastructure at some future time, which is a much more efficient way of providing current phone services than current analog switch systems.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: IDAHO STATE UNIVERSITY

FUNCTION: General Education

Agency No.: 513 Function No.: 1000 FY 2013 Request

Page _1_ of _3 Pages Original Submission _X_ or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.04	Title: Key Li	brary Collection	tions Priority Ranking 4 of 6			
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES by summary object:						
1. Travel						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY by summary object:						
1. Library Collections (on-going)						
TOTAL CAPITAL OUTLAY:	\$650,000				\$650,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$650,000				\$650,000	

Supports institution/agency and Board strategic plans:

This request addresses SBOE Goals: 1 (A Well Educated Citizenry), 2 (Critical Thinking and Innovation), and the Objectives under each Goal; and all ISU Goals: 1 (Achieve Academic Excellence), 2 (Increase Research Profile), 3 (Advance Health Sciences Research and Health Professions Education), 4 (Prepare Students to Function in a Global Society), 5 (Focus Institutional Instruction and Research Expertise on Community and Societal Needs), and 6 (Promote the Efficient and Effective Use of Resources).

The costs of key library collections have increased every year, by an annual average of 9.2% over the past four years. A comprehensive and up-to-date library is essential to support undergraduate, graduate, and professional students, and research faculty and staff. It is essential that we maintain our library collections to support teaching and research.

Performance Measure(s):

Adequate library resources, including ready access to the latest published research, are essential to meeting the Board's and ISU's performance measures related to increasing external grant and contract funding; recruiting and retaining high quality faculty and graduate students; increasing the research productivity of faculty and students; and ensuring faculty and students have the resources needed to support the academic programs; and are essential to maintaining our Carnegie classification as a Research High institution.

Description:

This line item request is to fund the inflationary cost increases of the electronic and print subscriptions of the University Library. Over the past several years, without any increase in the base, the subscription costs have increased significantly. Without an annual increase to the base, the purchasing power for the Library budget decreases each year by an average of 9.2%. The library staff has worked with the colleges and departments to determine which library materials to cut. We are at a point now where all the non-essential journals have been cut, and key journals and other publications that are needed for graduate education and faculty research are threatened. A survey of faculty and staff, conducted by the library in Spring 2011, revealed significant dissatisfaction with our collections, many of which have been "cut to the bone". Without an increase in the base to help cover inflationary increases, many more top journals will need to be cut.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting base funds of \$650,000 to maintain the current electronic and print publications essential to support teaching and research activities of faculty and students. Without additional funding, we will be required to further cut key journals and publications, above what has already been cut over the past few years. Many disciplines have already lost some of the top journals in their field.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **N.A.**
 - **b.** Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **N.A.**
 - c. List any additional operating funds and capital items needed. N.A.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.). **N.A.**
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The library purchases subscriptions to serve our students, staff, and faculty on the Pocatello campus and at the Meridian and Idaho Falls Centers, as well as students taking online and distance education courses. If the additional base funding is not received, we will need to further reduce the number of publications (electronic and print) available to faculty, researchers, and students.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

The ongoing inflationary increase in the cost of electronic and print periodicals, journals, etc. over the past several years, without an increase in the base budget, has reached a critical point where the ability of the library to meet the increasing resource needs of researchers, faculty, staff, and students has resulted in unacceptable levels of cuts of key journals in many disciplines.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho State University

FUNCTION: General Education

Agency No.:	513
Function	
No.:	1000

FY 2013 Request

Page _1____ of 2_ Pages Original Submission _X_ or Revision No. ____

ACTIVITY: Cadaver Lab

Activity No.:

A: Decision Unit No: 12.05	Gross Anatomy (cadaver) Title: Laboratory, Meridian Priority Ranking 5 of 6				ng 5 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Estimated Facility Remodel Costs	\$1,530,800				\$1,530,800
TOTAL CAPITAL OUTLAY:	\$1,530,800				\$1,530,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,530,800				\$1,530,800

Supports institution/agency and Board strategic plans:

SBOE Strategic Plan Goal 1, Objectives A – Access, B – Higher Level of Educational Attainment, and D - Transition; ISU Strategic Plan Goal 3, Objective 3.1 Increase the number of students admitted to ISU's health professions programs, where capacity exists, to meet the healthcare workforce needs of Idaho.

Creation of a gross anatomy (cadaver) lab at our Meridian facility will enable more students to complete the gross anatomy coursework required for their health profession degrees without having to take the course(s) in Pocatello. This will increase the number of graduates from these programs who will enter the workforce in Idaho.

Performance Measure(s): The following performance measures under Goal 1 that can be impacted positively by having a cadaver lab in Meridian include: Increase in postsecondary student enrollment; Percent of Idahoans who have a college degree or certificate; Percent

BAHR - SECTION II

Performance Measure(s): The following performance measures under Goal 1 that can be impacted positively by having a cadaver lab in Meridian include: Increase in postsecondary student enrollment; Percent of Idahoans who have a college degree or certificate; Percent of WICHE professional student exchange program graduates practicing in Idaho; as well as increase number of students in health programs where capacity exists.

Description:

Idaho State University proposes to develop a Gross Anatomy Laboratory (Cadaver Lab) at our Meridian facility. Gross anatomy is a foundational science required of the majority of our healthrelated professional programs. A laboratory equipped with a sufficient supply of cadavers to support graduate level instruction and research in gross anatomy for our current programs (Physician Assistant Studies) and our programs planned for the future (Physical Therapy and Dentistry). This facility is critical to maintain equity between our Pocatello and Meridian programs. Students in Pocatello have access to a cadaver facility; Meridian students do not. No other cadaver facility exists in the Treasure Valley that is adequate to meet our program needs.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for capital improvements of our Meridian facility (remodel for a cadaver lab). No staffing is involved.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **N.A.**
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **N.A.**
 - c. List any additional operating funds and capital items needed.

Space for the lab is available in our Meridian facility. What is needed are funds to construct and equip the lab.

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Our Meridian-based students do not have access to the same graduate level gross anatomy instruction as our Pocatello students. Our accreditation standards require that we offer comparable instruction irrespective of the location of the students.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Lewis-Clark State College

FUNCTION: General Education

Agency No.: 511 Function No.: FY 2013 Request Page 1 of 4 Pages Original Submission <u>X</u> or Revision No. ___

ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.02	Title: Program Capacity Expansion		Priority Ranking 2 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	12.50				12.50
PERSONNEL COSTS:					
1. Salaries	553,000				553,000
2. Benefits	236,900				236,900
3. Group Position Funding	45,500				45,500
TOTAL PERSONNEL COSTS:	835,400				835,400
OPERATING EXPENDITURES by summary object:					
1. Supplies	10,500				10,500
2. Instructional Materials	23,000				23,000
3. Program Expenses	10,000				10,000
TOTAL OPERATING EXPENDITURES:	43,500				43,500
CAPITAL OUTLAY by summary object:					
1. Computers/office setup	58,000				58,000
TOTAL CAPITAL OUTLAY:	58,000				58,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	936,900				936,900

Supports institution/agency and Board strategic plans:

Goal 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual achievement.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

The positions and support funds requested in this line item request directly support the Academic Affairs tasks at Lewis-Clark State College. The mission and goal statement for LCSC calls for the following:

- In accordance with its role and mission statement approved by the State Board of Education, LCSC's primary emphasis areas are business, criminal justice, nursing, social work, teacher preparation, and professional-technical education.
- The State Board directs LCSC to maintain basic strengths in the liberal arts and sciences, which provide the core (general education) portion of the curriculum.
- Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Funding is requested to add PC, OE and CO needs for program capacity expansion in multiple areas of the college.

The Natural Sciences, Humanities and Library positions are required to meet the general education and pre-program needs and requirements of the college's primary emphasis programs.

The Education Division's Pathways to Alternate Certification and Endorsement (PACE) programs enhancement will provide additional access to post-secondary programs by allowing individuals that are place-bound in rural and remote areas throughout Idaho to earn teacher certification through distance learning technologies.

The Special Education position is to meet the growing demand from the school districts (for teachers) and students who need this curriculum.

The Nursing & Health Science request for a Medical Diagnostic Imaging (MDI) faculty member will allow the current Radiographic program to serve a growing need for practicing professionals to add certificates and expand their skill sets. The Nursing & Health Science request for a Simulator Operator is an additional support position required due to the increased student headcount and limited clinical sites.

The Social Work position is required to replace the Title IVE Department of Health & Welfare funded position.

There are a number of institutional infrastructure positions included as well, which are required to support the increased operational tempo of programs as a result of multiple years of growth in student enrollment.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Assistant Professors (10): \$46,100 + fringe & health insurance; full-time 9 month; anticipated hire August 2012; teach 24 credit hours per year of critical courses, advising, scholarship & service, other duties as assigned by Division Chair.

Instructional Technician (1): \$32,000 + fringe & health insurance; support students in a distance learning technology environment.

Simulator Operator (.5): \$21,000 + fringe & health insurance benefits; as agencies further constrain placement of students for clinical experiences we will need to rely on human simulation as a replacement for clinical training. A well-trained operator is required to provide the quality training for nursing students.

Adjunct Faculty: \$45,500 + fringe & no health insurance benefits; to teach summer credits as needed for the PACE Teacher Education Programs.

Director of Student Engagement (1) \$50,000 + fringe & health insurance; to provide supervision of Student Activities, Outdoor Recreation, Student Development Curriculum, Student Success Program, and New Student Orientation. These activities are currently being managed by other units. Consolidation into one unit will provide operational efficiency and consistency.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

c. List any additional operating funds and capital items needed.

Operating funds: \$43,500 - instructional materials, supplies, direct program expenses

Capital: \$58,000 - computers and office setup; instructional computers

 Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

On-going general funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All Academic Affairs units within the college will be served by the addition of these primarily instructional positions. Each of the instructional positions has direct student contact and student support components that will provide for a positive college experience for the students.

The General Education credit load at the college that has been assigned to the Natural Sciences and Humanities Divisions is currently being supported by 25 Tenure Track faculty, 11 lecturers and 31 adjunct instructors. Collectively this group delivers 24% of the student credit hours that are attributed college wide to General Education requirements. As enrollment has increased, the need for full time faculty has become critical. The college's ability to find qualified adjuncts is getting less reliable each passing semester, creating the risk of not having critical sections available.

The Biology and Humanities positions will allow us to increase by 75 the number of pre-Nursing and other allied health students served. If this request is not funded, we will not be able to expand the course offerings in support of Nursing and other allied health programs.

The PACE Programs currently serve 177 candidates, 85 in elementary education, 89 in secondary education, and 3 in Special Education in rural and remote districts throughout the state. If this request is not funded, we will not be able to provide enough courses to meet student demand.

The Nursing & Health Sciences request for a Medical Diagnostic Imaging (MDI) faculty member will allow the current Radiographic program to serve a growing need for practicing professionals to add certificates and expand their skill sets. If this request is not funded, we will not be able to adapt the program to meet the working professionals' work place needs.

The Nursing & Health Sciences request for a Simulator Operator is to facilitate on campus clinical experiences for the BSN and PN students in the absence of workplace clinical sites. If this request is not funded, we will not be able to meet clinical requirements of the program which will limit access.

The Social Work position will replace the Department of Health and Welfare funded title IVE position. That position taught and fulfilled the grant requirements. If this request is not funded, program courses will not be available and access to the program will be limited.

Included in the requested faculty positions is one Librarian. The recent NWCCU accreditation report and periodic external reviews suggested that LCSC add an additional Librarian to meet minimum institutional standards. If this request is not funded, we will not be able to fully meet student library needs (access to resources and library hours).

The Director of Student Engagement position will provide supervision of and leadership to Student Activities, Student Development Curriculum, Student Success Program, and New Student Orientation. The primary function would be to coordinate these departments to promote student engagement and to increase retention. If this request is not funded, we will not be able to expand the program which will limit access to student engagement activities.

5. If this is a high priority item, list reason unapproved Line Items from the prior year budget request are not prioritized first.

Portions of this request (Biology and PACE (5 FTE)) positions were included in FY2010, FY2011, and FY2012 budget requests. The additional positions are being requested for FY2013 to help address the continuing need for faculty and related positions.

AGENCY: College of Southern Idaho

FUNCTION: Education

Agency No.: 501 Function No.: 02 FY 2013 Request

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.02	Title: CSI STEM Initiative			ng 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
	3.00				3.0
PERSONNEL COSTS: Full-time STEM Coordinator					
1. Salaries	106,000				106,000
2. Benefits	50,800				50,800
	,				,
TOTAL PERSONNEL COSTS:	156,800				156,800
OPERATING EXPENDITURES by	100,000				100,000
summary object:					
1. Travel	6,000				6,000
 Office Supplies & Postage Instructional Supplies 	3,000 10,000				3,000 10,000
3. Instructional Supplies	10,000				10,000
TOTAL OPERATING					
EXPENDITURES:	19,000				19,000
CAPITAL OUTLAY by summary					
object:					
1. PC and workstation	0				0
	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	175,800				175,800

Supports institution/agency and Board strategic plans:

Supports Idaho State Board of Education 2012-2016 Strategic Plan

Goal 1: A Well Educated Citizenry

Objective B: Higher Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Performance Measures:

• High School Graduation rate as defined in the Accountability Workbook. Benchmark: 90%

Goal 2: Critical Thinking and Innovation

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test.

Benchmark: 100% for both 5th and 10th Grade students in Reading, Mathematics, Language, and Science subject areas.

Narrative Support:

The i-STEM proposal supports Goal 1, Objective B by developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities. These opportunities strengthen curriculum development, pedagogical knowledge, and instructional delivery.

The i-STEM proposal supports Goal 2, Objective C by addressing the need of the State to develop, recruit, and retain highly qualified teachers in STEM subjects

The i-STEM proposal supports fostering relations between CSI and Region IV and State constituents to develop, promote, and foster STEM education, teacher professional development, and workforce training through collaborative efforts and opportunities

CSI Strategic Plan 2008-2012:

Strategic Initiative 1: Responsiveness to the diverse and changing needs of our students and the communities we serve.

Goal 1.1: Access to CSI programs, resources, and services by providing convenient, affordable, and equitable access to STEM programs, services, and resources for both in-service teachers and STEM students

Goal 1.2: Strategic Marketing by meeting the diverse and changing needs and expectations of students, school districts, industry, and community in STEM education and related activities.

Strategic Initiative 2: Commitment to learning and the success of our students, employees, and institution.

Goal 2.1: Demonstrate a continued commitment to, and shared responsibility for, student learning and success

Narrative Support:

The i-STEM proposal supports CSI Strategic Initiative 1, Goals 1.1 and 1.2 by preparing k-14 students and thus developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities.

CSI Performance Measures:

- 1. Increase the number of students entering in STEM education and utilizing STEM resources:
 - a. Develop a dual credit stem academy by 2013
 - a. Develop a CSI STEM club by 2012
 - b. Increase the number of CSI pre-service teachers (majors) in STEM fields by 10%
 - c. Develop a CSI STEM resource room by 2012
- 2. Improve student engagement in STEM subjects:
 - a. Offer at least one regional STEM fair, competition, camp, activity, and organization geared towards elementary and dual credit students. Examples include a STEM strand for "I'm Going to College" for 6th graders, "Girls in Technology," "Science Camp," and a dual credit STEM fair, a dual credit STEM fair, a dual credit STEM club.
- 3. Increase in-service teachers participating in STEM-related activities:
 - a. Develop a STEM team in each school district in Region IV (22 districts) that actively participates in a Region IV STEM activity, institute, or program by 2013.
- 4. Increase the number of highly qualified teachers to meet the demand in STEM subjects:
 - a. Maintain and increase professional development opportunities in STEM education--ongoing
- 5. Identify and respond to the specific STEM needs of external constituents:
 - a. Develop an advisory committee that includes members from CSI, k-12, university, industry, and employment organizations.

Description:

CSI is dedicated to STEM (Science, Technology, Engineering, Math) education. By providing a STEM Coordinator, faculty person, administrative support and operating expenditures, CSI can develop, organize, and offer ongoing activities and initiatives that promote STEM education in Idaho. Funding this request will provide CSI with the resources to develop a highly qualified STEM workforce through teacher education which involve inservice teacher development workshops, seminars, summer institutes and other support activities. These opportunities will strengthen curriculum development, pedagogical knowledge and instructional delivery. This program will also assist the State of Idaho in developing, recruiting and retaining highly qualified teachers in STEM subjects.

Although there are various activities and efforts between INL, public schools, private grants and higher education to concerning getting students to pursue degrees in Science,

Technology, Engineering and Math, there is no coordinated effort in Region IV. This decision unit will provide staffing to provide not only coordination but support for teachers in these subjects. The programs have to begin in k-12 and progress through high school and into college.

Our goal is to demonstrate an unwavering commitment to, and shared responsibility for, STEM education by engaging k-14 students in STEM activities, preparing and developing preand in-service teachers in STEM education, and addressing the needs of industry in STEM fields. We feel this can only happen by having a coordinated, comprehensive approach that involves administration, instructional support and clerical support.

Through this decision unit, we ensure that our children will gain the knowledge, skills, perspectives, and confidence to be successful in a global society and economy that is becoming increasingly dependent upon STEM fields.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI is requesting a full-time STEM coordinator (1FTE), a faculty person (1FTE) and office support personnel (1FTE) to develop, coordinate, and implement STEM activities and education on the CSI campus and throughout Region IV. This will enhance, develop, and promote excellence in STEM education and thus Idaho's future in STEM related fields.

CSI has conducted STEM activities on a limited basis with a part time instructor involved in bringing local school children to campus. These activities will continue with additional support from this decision unit. There is not funding in our base for STEM activities.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - 1 FTE STEM Coordinator: \$45,000.00 (salary) \$19,000 (benefits)
 - 1 FTE STEM Faculty: \$39,000 (salary) \$17,800
 - 1 FTE STEM Office Specialist: \$22,000.00 (salary) \$14,000.00 (benefits)

Anticipated date of hire: July 1, 2012

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

All three positions will be new positions. The STEM Coordinator position will release concerted efforts and time for existing employees, allowing current employees to focus and funnel STEM-related activities and current duties.

c. List any additional operating funds and capital items needed.

Operating Expenditures:

- Travel: \$6,000.00 (monies for STEM conferences/workshops, state and regional activities, i-STEM Summer Institute, and school districts and external constituents support.)
- Office Supplies: \$3,000.00 (monies for printing and duplicating, marketing, and promotion of STEM.)

- Instructional Supplies: \$10,000.00 (monies for instructional resources related to STEM development, enhancement, and support.)
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The funding source for this project will be the General Fund. We will utilize these positions to assist in getting more funding into STEM programs through grants, donations and in-kind services

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary benefactors of this project will be students. Additionally, k-12 teachers will receive training and support in delivering STEM activities. This request serves and greatly affects STEM in Region IV and the State, specifically CSI, k-16, SBOE, and industry.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: College of Southern Idaho

FUNCTION: General Education

Agency No.: Function No.: FY 2013 Request

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.03	Title: Graduation Rate Improvement		Priority Ranking 3 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				1.0
PERSONNEL COSTS:					
1. Salaries	67,000				67,000
2. Benefits	33,100				33,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	100,100				100,100
OPERATING EXPENDITURES by summary object: 1.Travel	5,000				5,000
2.Office Supplies & Postage	1,000				1,000
TOTAL OPERATING EXPENDITURES:	6,000				6,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	106,100				106,100

Supports Idaho State Board of Education 2012-2016 Strategic plan:

Goal 1: A Well Educated Citizenry

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Goal 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Narrative Support:

The Graduation Rate Improvement proposal supports the SBOE strategic plan Goal 1, Objective B by focusing on systems that will encourage students to work towards a degree or certificate and stay on the proper educational track. The proposal also supports Goal 3 Objective A in that the efficiency of class offerings is increased as students work directly towards graduation.

SBOE Performance Measures:

Percent of Idahoans (ages 25-34) who have a college degree or certificate. Benchmark: 60% by 2020 Percent of first-year freshmen returning for second year. Benchmark: 60%

CSI Strategic Plan 2008-2012

Strategic Initiative I: Responsiveness to the needs of our stakeholders.

Goal 2: Meet the diverse and changing needs and expectations of our students and the communities we serve.

Strategic Initiative II: Commitment to learning and the success of our students, employees, and institution.

Goal 3: Demonstrate a continued commitment to, and shared responsibility for, student learning and success.

Strategic Initiative III: Performance and Accountability

Goal 6: Maintain a culture of planning, assessment, and continuous improvement.

Goal 7: Demonstrate responsible stewardship and accountability.

Narrative Support:

The Graduation Rate Improvement proposal is a critical part in meeting CSI's strategic initiatives as listed above. We can no longer provide just access but must focus on graduation and certification. Students who are not on a well defined path to graduation or certification will not be eligible for financial aid or scholarships. This will prevent many of them from attending college. This proposal will help us develop systems to keep students in college on a graduation track that will result in increased completion rates.

CSI Performance Measures:

Retention

- Increase the percentage of first-time full-time students who return to CSI to continue their studies the following fall from 54% to 60% within five years.
- Increase the percentage of first-time part-time students who return to CSI to continue their studies the following fall from 37% to 43% within five years.

Graduation

 Increase the percentage of first-time full-time students who graduate within 150% of "normal time" to completion for their program from 18% to 25% by 2015.

Transfer

• Increase the percentage of first-time full-time students who transfer within 150% of "normal time" to completion for their program from 14% to 20% by 2015.

Description:

The College of Southern Idaho recognizes that focus has been shifting more and more from mere access to higher education to retention and student success: graduating with degrees or certificates that help students secure gainful employment. The U.S. Department of Education, accrediting agencies, the Idaho State Board of Education, state and federal legislators, funding agencies, tax-payers and other constituents are calling for accountability and measurable outcomes. Funding agencies, including private foundations, are also focusing more and more on data and student success.

The Commission on Access, Admissions and Success in Higher Education, formed by the College Board, identified solutions to increase the number of students who graduate from college and are prepared to succeed in the 21st century. The Commission established 10 interdependent recommendations to reach its goal of ensuring that at least 55 percent of Americans hold a postsecondary degree by 2025.

The Commission recommended that the nation increase the number of 24- to 34year olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.

CSI is fully committed to do its part in ensuring the future competitiveness of our students, state, and nation.

The Retention and Graduation Specialist and Student Services Specialist will work collaboratively to develop, implement, document, and provide training on the systems, tools, resources, processes, and procedures designed to assist degree-seeking students in meeting or exceeding Standards of Satisfactory Academic Progress (SAP) and to facilitate retention and timely graduation. The two proposed staff members will work closely with the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and other constituents to improve graduation rates at CSI.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for a full-time Retention and Graduation Specialist and a Student Service Specialist to develop systems, analyze data, and work with advisors, faculty, and students to increase retention and degree and certification completion rates. Improving graduation rates is a strategic initiative for both CSI and SBOE. Furthermore, tax payers, legislators, U.S. Department of Education, and funding agencies are all asking for improved students success and higher completion rates. Higher education attainment is critical to the future competitiveness of our students, institution, state, and nation. CSI will be implementing new Satisfactory Academic Progress (SAP) standards and policy. These standards are geared towards helping students focus on retention and graduation.

Currently students are advised by professional advising staff and faculty concerning requirements for degrees/certificates. The current system is geared towards getting students in the right classes for the right majors. Students change majors, take jobs, end up with a number of unnecessary credits or within a few credits of being able to graduate. There is not a single point of contact and students currently do not have adequate support to help them meet or exceed standards of Satisfactory Academic Progress and ensure that they are making progress towards in their programs, and that they graduate in a timely fashion with a certificate or degree.

There is not currently staffing for this particular activity.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service

1 FTE - Retention & Graduation Specialist - \$40,000 salary, Benefits of \$18,000, Anticipated Hire Date – July 1, 2012

1 FTE - Student Service Specialist - \$27,000, Benefits of \$15,100, Anticipated Hire Date-July 1, 2012

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The Retention and Graduation Specialist and Student Services Specialist will work closely with existing staff from the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and students.

The addition of staff dedicated specifically to implementing CSI's graduation initiative will help CSI understand and remove barriers to graduation, increase students' understanding of graduation requirements and SAP standards, and will ultimately help students graduate in a timely fashion.

Existing operations will be modified to emphasize completion from the first contact with the prospective student though completion of their educational program.

c. List any additional operating funds and capital items needed.

Operational funding needed is approximately \$5,000 for travel and \$1,000 for office supplies and postage. These will be ongoing operational expenses.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

We anticipate the salaries and operational costs to be paid for by our General Fund appropriation.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request directly serves students. The emphasis has changed from access to completion. New federal financial aid regulations require student academic progress towards graduation or certification. In order to retain students, help them graduate in a timely fashion, prepare them for gainful employment while meeting the needs of employers, we must change the way we advise students and create a culture of program completion.

If this request is not funded, we will continue to try to increase completion rates with existing staff. However, due to increased enrollment over the last few years, we are advising several hundred more students with the same number of advising staff, which does not leave time to carefully analyze data and develop systems, resources, and tools necessary to significantly impact graduation rates. Due to new student academic progress requirements and the sheer number of students advisors and faculty have to see, it will be difficult to make a significant impact without a new position to lead this effort. Students will be impacted as will the institution if completion rates are not improved. Improved graduation rates also benefit our state and nation.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Our first priority over the last three years has been occupancy costs for the Health Science and Human Services Building. Last year we requested funding for nursing positions (coming off of federal grants) which was not approved. We have since had to fund these positions with institutional dollars.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: North Idaho College

FUNCTION: Education

Agency No.: Function No.: 02 FY 2013 Request

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ACTIVITY: Academic Initiatives

Activity No.:

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Revision No. $_{-}$				

Partnerships with Region One						
A: Decision Unit No: 12.01	Title: Schoo	I Districts		Priority Ranki	ng 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	1.5				1.5	
PERSONNEL COSTS:						
1. Salaries	45,000				45,000	
2. Benefits	6,800				6,800	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	51,800				51,800	
OPERATING EXPENDITURES by summary object:						
1. Contract Services	23,000				23,000	
2. Instructional Supplies	25,000				25,000	
TOTAL OPERATING EXPENDITURES: CAPITAL OUTLAY by summary object:	48,000				48,000	
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	99,800				99,800	

Supports institution/agency and Board strategic plans:

Supports NIC Strategic Plan Goal to Improve and expand educational opportunites, programs and courses for the student population and community.

Supports SBOE Goal 1 - A Well-Educated citizenry. Objective B - Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Performance Measures:

Percent of high school students enrolled and number of credits earned in (tied to HS enrollment, based on trend):

Narrative Support:

The Partnerships with Region One School District supports both the State Board and NIC's strategic goals of expanding educational opportunities and increasing the level of education in our state. This proposed program will facilitate high school students through their transition into higher education through dual credit courses and a bridge program to improve success for those who test into developmental classes at NIC.

Description:

The goals of this program would be to:

- 1. Increase the number of NIC dual credit classes taught in the region's high schools.
- 2. Facilitate discussion between NIC instructors of Math and English and district instructors
- 3. Share curriculum of NIC developmental courses
- **4.** COMPASS testing of region's juniors and seniors with related advising for better course selection and placement
- **5.** Summer bridge program to assist high school graduated that test into developmental classes at NIC (with related tutoring and advising)

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - a. NIC is requesting funds to strengthen partnerships with the region's high schools with regard to dual credit programs. This will be done by offering more dual credit courses in the high school, and improving placement of high school students into college level courses. These funds will also be used to bridge the transition into NIC for those high school graduates that test into developmental classes.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - i. .5 FTE Instructor: \$20,000 (salary-adjunct instructors),\$3,000 benefits
 - ii. .5 FTE Advisor: \$15,000 (Part Time advisors), \$2,250 benefits
 - iii. .5 FTE Tutors: \$10,000 (Part Time Tutors), \$1,500 benefits
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - i. This program will depend upon the assistance of the Dual Credit Coordinator and existing advisors and faculty to get the program established.
 - c. List any additional operating funds and capital items needed.
 - i. \$23,000 for additional dual credit offerings in the high schools
 - ii. \$7,000 for additional testing seats to offer COMPASS test to high school juniors and seniors
 - iii. \$2,000 for office supplies and meeting costs
 - iv. \$10,000 for Summer Bridge texts and other instructional materials.

BAHR - SECTION II

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.)
 - a. The funding source for this project would be General Funds.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - a. The dual credit students and students transitioning from the high schools at a developmental level will benefit from this request. The students will have more dual credit offerings available. The improved coordination between NIC and the high schools with regard to advising and transition will improve the success of the students as they transition.
- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: North Idaho College

FUNCTION: Education

Agency No.: Function No.: 02 FY 2013 Request

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY: Academic Initiatives

Activity No.:

A: Decision Unit No: 12.02	Physical Therapist AssistantTitle:ProgramPriority Ranking 2 of 3				ing 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.5				1.5
PERSONNEL COSTS:					
1. Salaries	85,000				85,000
2. Benefits	25,500				25,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	110,500				110,500
OPERATING EXPENDITURES by summary object:					
1. Travel	500				500
2. Staff Development	2,000				2,000
3. Supplies	5,000				5,000
4. Maintenance/Repair	14,000				14,000
5. Other	5,200				5,200
TOTAL OPERATING EXPENDITURES:	26,700				26,700
CAPITAL OUTLAY by summary object:					
1. Renovation of Space	77,800				77,800
2. Therapy Stations	25,000				25,000
3. Various Equipment	10,000				10,000
TOTAL CAPITAL OUTLAY:	112,800				112,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	250,000				250,000

Supports institution/agency and Board strategic plans:

Supports NIC Strategic Plan Goal to Improve and expand educational opportunities, programs and courses for the student population and community.

Supports SBOE Goal 1 - A Well-Educated citizenry. Objective D - **Transition** – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Narrative Support:

Research indicates there is a strong demand for Physical Therapy Assistants and employment opportunities appear far more abundant than that expected for hygienists and dental assistants. The Rural Health Consortium has expressed interest in supporting NIC's efforts to start a PTA program and may be willing to assist the college in several ways (personnel, equipment, etc.).

Initial start up costs for a Physical Therapist Assistant program would be approximately \$250,000 to cover personnel and equipment.

Under the plan to begin a Physical Therapist Assistant program, our goal is that North Idaho College would act as the lead agency/program for a three college consortium with the College of Southern Idaho and the College of Western Idaho. NIC would employ the lead instructor/director of the program. This lead instructor would instruct from Coeur d'Alene, but deliver via IVC or the internet to CSI and CWI. In the second year of the program, our goal is that NIC, CSI and CWI would each hire clinical coordinators to work with program students within their home areas and in local clinic sites.

Under this approach, there would essentially be one program (and therefore one accreditation process) delivered in three sites. The colleges would share the costs of running the program and the burden of completing the rigorous accreditation process. The state would also benefit from the increase employment pool of well trained candidates..

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - a. Initial start up costs for a Physical Therapist Assistant program including approximately \$250,000 to cover personnel and equipment. The staffing would be 1.5 FTE staff, including a program coordinator and administrative support.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - c. List any additional operating funds and capital items needed.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.)
 - a. The funding source for this project would be General Funds.
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: North Idaho College

FUNCTION: Education

Agency No.: Function No.: 02 FY 2013 Request

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY: Student Support Initiative

Activity No .:

A: Decision Unit No: 12.03	Title: One St	top Shopping	Priority Ranking 3 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by					
summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Remodel Costs	508,700				508,700
2. Workstations	10,000				10,000
3. Carpeting and IT infrastructure	10,000				10,000
TOTAL CAPITAL OUTLAY:	528,700				528,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	528,700				528,700

Supports institution/agency and Board strategic plans:

GOAL 3: Effective and Efficient Delivery Systems – *Ensure educational resources are used efficiently.*

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Performance Measures: Number of collaborative projects and amount of cost savings.

Narrative Support:

The One Stop proposal supports Goal 3, Objective C by consolidating various offices in the student support areas. The offices in the proposal are currently separate offices within either the same or different buildings. This leads to both staff and students being required to travel

BAHR - SECTION II

between offices, sometimes multiple times, to get an issue resolved. The consolidation of all the functions in one building and in some cases, one office will allow for stronger collaboration between functions and save in lost staff time.

Description:

One-Stop Shopping

The goal of one-stop shopping is to have a large portion of student services in one specific area to better serve students on the North Idaho College campus. Currently, the Registrar, Admissions, Student Accounts and Financial Aid are all in one specific location. The goal is to add additional departments to the building. These departments include advising, testing and dual credit. In order for this to occur, the following would need to happen:

1. Remodel of east end of the first floor of Lee-Kildow. This would include taking a portion of the resource management office and the hallway and combining Admissions and Registrar. This would create one large office for student to walk in at the hallway from both sides and receive service.

2. Financial Aid and Student Accounts would stay in the same location

3. Move dual credit and testing into the space where College Skills is currently located, with additional offices and classrooms available for future use within the one stop shopping

4. A remodel to combine Institutional Effectiveness and Admissions to create enough room for the advising office.

5. The new offices would need IT outlets and plugs-ins installed for new office areas, especially for the new Admissions and Registrar offices that would take over a portion of the hallway.

This would be a large project, but would help with the overall efficiency for student service.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - a. NIC is requesting funds to remodel an existing building in order to co-locate all the student support activities related to enrollment. There is no new additional staff being requested.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

i. n/a

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

i. n/a

- c. List any additional operating funds and capital items needed.
 - i. Remodeling costs estimated at \$30 per square foot for a 16,995 sq foot existing area. This will allow for the consolidation of offices of the Registrar and Admissions as well as the relocation of the Advising services into the same building as all other enrollment services.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.)
 - a. The funding source for this project would be General Funds, one-time..
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
 - a. Students as well as staff will benefit from this request. Students would be able to complete their enrollment from admissions, advising, testing, enrollment, financial aid and payment of tuition all in one centralized location.
- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: College of Western Idaho FUNCTION: Education	Agency No.: 507		FY 2013 Request	
ACTIVITY: Strategic Initiative -	Function No.:	07	Page of Pages Original Submission _X_ or	
Academic Support	Activity No .:		Revision No	

A: Decision Unit No: 12.02	Title: Nursin	g Staff Funding]	Priority Ranking 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	3.00				3.00	
PERSONNEL COSTS:						
1. Salaries	\$ 156,000				\$ 156,000	
2. Benefits	\$ 55,500				\$ 55,500	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	\$ 211,500				\$ 211,500	
OPERATING EXPENDITURES by summary object:						
1. Operating expenses	\$ 10,000				\$ 10,000	
TOTAL OPERATING EXPENDITURES:	\$ 10,000				\$ 10,000	
CAPITAL OUTLAY by summary object:						
1.						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$ 221,500				\$ 221,500	

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2012 – 2016

Goal # 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

Objectives

1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

Goal #3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources by institutionalizing a number of practices, such as improving operating efficiencies and implement strategies to increase revenue.

Objectives

- 1. Determine how to fund growth out of existing allocations,
 - a. Increase productivity by achieving cost-efficient class size comparable to other community colleges.
- 2. Explore methods of increasing revenue to fund college operations and the build out of the college through many options such as:
 - a. Secure additional state funding;

Idaho State Board of Education 2012-2016 Strategic Plan

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

GOAL 3: Effective and Efficient Delivery Systems – *Ensure educational resources are used efficiently.*

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Description:

CWI's (previously Boise State University/Selland College) nursing faculty and staff has been funded from State Division of Professional Technical Education (SDPTE) state allocated funds. The SDPTE has directed CWI to begin a 3-year transition from PTE allocated funds to CWI general education funds. This will require CWI to direct existing resources to the nursing program, taxing an already tight operating budget in light of explosive enrollment overall.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests this partial funding for the move of our existing PTE nursing program to general education because of the AS requirement for nursing degrees. CWI and its Trustees have put emphasis on health related programs in general and Registered Nursing in particular due to the

need in Idaho for health professionals. The shift from PTE to Gen Ed will put a burden on CWI's ability to expand into additional AS and AA programs such as agriculture and pharmacy technology. Funding of nursing will permit CWI to expand into other programs that will have equal importance to the region, but are not PTE related programming.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Three positions are involved: 2 nursing faculty (total salary and benefits \$ 158,100) and one academic advising position (salary and benefits \$ 53,400). The nursing faculty have 9.5 month appointments and the academic advising position is a 12 month employee. All three positions receive benefits. All three positions are current employees of CWI.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

As noted above, all three positions are currently employed by CWI. Existing operations will continue as planned. If additional state funding was approved, CWI resources would be freed up to assist with accommodating rapid enrollment growth.

c. List any additional operating funds and capital items needed.

Because the transition from PTE funding to General Funding will take 3 years, it is anticipated that CWI will request small amounts of Operating Expenditure and Capital Outlay items in future years.

 Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

.All funds requested are state General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Nursing students at CWI will be directly served by these positions. CWI general education students will be indirectly served if state funds are directed to this purpose instead of having CWI operating funds used.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first.

When the FY 2012 state budget request was prepared in May, 2010, the State Division of PTE had not identified the need for a transition from PTE to general education funds for PTE nursing staff.

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AGENCY: Community Colleges FUNCTION: College of Western Idaho	Agency No.: 507		FY 2012 Request	
ACTIVITY: Strategic Initiative -	Function No.:	07	Page of Pages Original Submission _X_ or	
Student Support	Activity No.:		Revision No	

A: Decision Unit No: 12.03	Title: Virtual One-Stop Student Services			Priority Ranking 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$ 70,000				\$ 70,000
2. Benefits	\$ 29,500				\$ 29,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$ 99,500				\$ 99,500
OPERATING EXPENDITURES by summary object:					
 Operating expenses - misc Operating expenses - call center 	\$ 15,900				\$ 15,900
technology upgrades	\$ 80,000				\$ 80,00
TOTAL OPERATING EXPENDITURES:	\$ 95,900				\$ 95,900
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 195,400				\$ 195,400

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2012 – 2016

Goal #1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.

Objectives

1. Develop an effective, mandatory course placement system including accurate assessments and course prerequisites.

- 2. Implement best practices in basic skills instruction and student services that are effective in moving students from basic skills into college-level courses.
- 3. Implement strategies that have proven to be effective in connecting to students with various learning styles, increasing retention within a course, and increasing student persistence to their educational goal.

Goal # 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

Objectives

2. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

Goal #3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources by institutionalizing a number of practices, such as improving operating efficiencies and implement strategies to increase revenue.

Idaho State Board of Education 2012-2016 Strategic Plan

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

GOAL 3: Effective and Efficient Delivery Systems – *Ensure educational resources are used efficiently.*

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Description:

The College of Western Idaho provides a variety of traditionally stand-alone, student-related services within a single One-Stop environment. Enrollment, registrar, financial aid, etc., services are provided in a comprehensive fashion to students in person. With the significant growth of online students, CWI must also provide these services in an online manner.

Expand and improve CWI's ability to deliver Student Support Services and Enrollment assistance to individuals who are exploring educational or career training programs available through CWI. Support enrolled students in solving issues related to financial aid, registration and program advising, obtaining information related to all areas of student life, and career services for both "bricks and mortar" and online students. This concept is currently supported using separate applications of "call center" technology, email response systems and WEB-based contact procedures. CWI anticipates developing a common technology platform that will support "call center" functions, WEB and Portal-based communications procedures and "live chat."

All of the CWI One-Stop Centers focus upon the following key functions/objectives:

- Integrating the Intake Functions for all CWI offerings (ABE, Non-credit (CWD & Community Ed) and Credit (Course and program enrollment)) and increase participation in online learning opportunities.
- Blending outreach, admissions, financial aid, registrar, and academic & career advising services to meet the needs of our students.
- Adapting the Customer Service Center Approach as our "Best Practices Model."
- Blending on-line or e-functions, call-in/call-out services, multiple campus-based customer service centers, one-stop centers apply call center methodologies, site-based service centers and e-technologies to provide strong, seamless student services.
- A system that provides one door to all of CWI's learning opportunities (ABE, Non-credit and Credit offerings).

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests two Enrollment and Student Support Specialist positions, related operating expenses and a technology upgrade for the One-Stop call center. As of June 1, 2011, CWI has 18 Specialists on staff.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Enrollment and Student Support Specialist, full-time, benefit eligible. Anticipated hire date July 1, 2012. Current salary \$24,000 (minimum), \$30,000 (midpoint).

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing one-stop staff are dynamically assigned to face-to-face vs. online support. Adding additional staff for online support, with technology upgrades, will enhance the advising process.

- c. List any additional operating funds and capital items needed. None
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

All funds requested are state General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All potential and current CWI students will be served by enhancing the virtual one-stop student services process. As CWI continues to experience explosive enrollment growth without substantial funding increases, adding additional staff for traditional face-to-face advising is not feasible.

 If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first. N/A

AGENCY: Division of Professional-Technical Ed

FUNCTION: Postsecondary Programs

Agency No.:503Function No.:03

FY 2013 Request Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01	Title: Instructional Equipment		Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:	800,000				800,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	800,000				800,000

Supports institution/agency and Board strategic plans:

Goal II - Critical Thinking and Innovation

Objective C - Quality Instruction

Performance Measure

Ensure that professional-technical education programs meet industry standards and employer expectations.

Description:

This request addresses ongoing requirements to provide instructional equipment for PTE programs. Up-to date equipment in technical college labs helps ensure that PTE programs meet industry standards and employers' expectations.

Distribution will be as follows:

\$128,800
\$153,600
\$113,400
\$222,600
\$ 87,600
\$ 94,000

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request for instructional equipment is submitted in an effort to sustain the quality training that is needed by PTE program completers in order to compete for jobs. Recent budget reductions have eliminated instructional equipment from institutional operating budgets. The amount requested is approximately 50% of the FY08 system operating budget. Funds will be distributed based on an institution's relative FY 2012 instructional base.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. N/A
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A
 - c. List any additional operating funds and capital items needed. N/A
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
- a. Students enrolled in postsecondary professional-technical education programs
- b. Equipment will be updated to reflect current and evolving industry standards and expectations.
- c. Postsecondary technical college students enrolled in PTE programs; therefore, quality of PTE programs would not meet employer expectations.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

There were no Line Item requests in the prior year

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Health Programs FUNCTION: WWAMI ACTIVITY:		Agency No.: Function No.: Activity No.:	515 02	FY 2013 Req Page 1 Original Subn Revision No.	of 4 Pages nission <u>X</u> or
A: Decision Unit No: 12.01	Title: GME C	Office		Priority Ranki	ng 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.50				0.50
PERSONNEL COSTS:					
1. Salaries	65,000				65,000
2. Benefits	18,000				18,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	83,000				83,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	7,000				7,000
2. Travel	6,000				6,000
3. IT	4,000				4,000
TOTAL OPERATING EXPENDITURES:	17,000				17,000
CAPITAL OUTLAY by summary	11,000				11,000
object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					

How is this request connected to institution/agency and Board strategic plans:

100.000

LUMP SUM:

Goal II.6. Access: Increase student access to relevant medical education programs (e.g., medical residents and physicians)

This is a request for an addition to an existing agency contract, the Idaho WWAMI Medical Program, to develop an Office of Graduate Medical Education (GME), to be located at the UI Boise Center. This office would be a collaborative expansion of the Idaho State Board of Education's contract with the University of Washington School of Medicine's WWAMI Program and its state partner, the University of Idaho. The Idaho WWAMI GME Office would bring a single-point, in-state focus to supporting and expanding GME in Idaho, through work with existing GME (medical residency) programs and through facilitation and support of the development of new GME programs in Idaho.

GRAND TOTAL

100,000

The Idaho WWAMI GME Office would work to increase access to medical education in Idaho at the graduate or residency level, both in existing residency programs (family medicine, internal medicine, psychiatry) and through the development of new residency programs at regional medical centers in Idaho. Several study groups have concluded that increasing the number of resident physicians in training in Idaho is the fastest way to increase the physician workforce in our state, particularly for primary care physicians. Medical residents who complete their training as physicians in Idaho are more likely to identify opportunities for continuing medical practice in Idaho, once their training is complete.

In addition, this GME office and staff could provide coordination and reporting for all nonuniversity or community-based residency (GME) programs that receive Board of Education funding in Idaho. Currently, three of the four Idaho residency programs are non-university or community-based programs, and that number is expected to increase throughout the state.

<u>Performance Measure</u>: Number of medical resident physicians in Idaho GME programs per 100K of Idaho's population.

Benchmark: Number of medical resident physicians in Idaho GME programs (per 100K of Idaho's general population) will increase each year until favorable with other states in the Northwest.

Description:

Expanding medical residency training (GME) in Idaho has been identified as an educational and funding priority by the State Board of Education (1/26/09), the Legislative Medical Education Interim Committee (11/12/08), Idaho Hospital Association (10/4/08), the Idaho Medical Association (8/10/08), and the state-funded MGT Medical Education Study (11/1/07). But nowhere in Idaho is there a central office charged with managing and coordinating this support, funding, expansion, and development. The current four residency programs in Idaho (2 Family Medicine, 1 Internal Medicine, 1 Psychiatry) are all affiliated with or part of the UW School of Medicine WWAMI network of residency programs, but function independently from one another. While maintaining each program's independence, the Idaho WWAMI GME Office would identify ways to support increased educational activities, funding, recruitment, collaboration, and expansion among existing GME programs, as well as work to identify, support, and assist in the development of new GME sites and programs in Idaho. The office would be located centrally at the UI Boise Center, in proximity to three of the existing GME programs in Idaho, and near the offices of the Idaho Medical Association, the Idaho Hospital Association, and the State Board of Education.

The Idaho WWAMI GME Office would be staffed by a part-time physician-director (.25 FTE) and a part-time executive assistant (.25 FTE). The physician director would also be a licensed physician in Idaho with prior GME faculty experience. The executive staff member would likely be a shared position with the WWAMI Clinical Medical Education Office at the UI Boise Center. Both positions would be benefit-eligible either through UI or their other shared employer. Operating expenses include the costs of maintaining and operating an office, travel to support, assess, and coordinate GME program activities across Idaho and with affiliated accredited programs, and IT (information technology) costs for computer technology and video conferencing. There are no anticipated capital costs. This is an ongoing request for annual funding, as part of an expanded WWAMI contract. The time required for the physician-director and executive assistant are anticipated to increase to at least 0.5 FTE as the number of GME programs in Idaho expand in the future.

The Idaho WWAMI GME Office is an addition to an existing agency and state contract (WWAMI). It will not be a degree or certificate granting unit. The academic programs that this office will work with will maintain their own accreditations, as either a LCME-accredited medical school or ACGME-accredited residency program. This office will also participate in supporting the process of accreditation for any newly developed GME programs in Idaho.

There is no similar office to coordinate development, expansion, and funding of GME throughout Idaho. As Idaho's responsibility center for regional, contracted medical education over the past 40 years, the Idaho WWAMI Medical Education Program is strategically positioned to take on coordination of Graduate Medical Education support, development, and expansion throughout the State. As Idaho's needs expand, so should the WWAMI Program partnership in Idaho. Developing an Idaho WWAMI GME Office at UI Boise is a logical next step toward the established recommendations of the State Board of Education and multiple groups that have spent many hours studying and planning for Idaho's medical needs and future.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The number of medical residency programs in Idaho is growing (4 currently; another under development). There exists no coordinating office to strategically plan residency development in Idaho. This office would take on that role, assisting the Board with planning and funding decisions in the future.

- 2. What resources are necessary to implement this request?
 - a. List by position: The Idaho WWAMI GME Office would be staffed initially by a part-time physician-director (.25 FTE; \$50K) and a part-time executive assistant (.25 FTE; \$15K).
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. These positions might be shared with other duties within the WWAMI Boise office.
 - c. List any additional operating funds and capital items needed. Operating expenses include the costs of maintaining and operating an office, travel to support, assess, and coordinate GME program activities across Idaho and with affiliated accredited programs, and IT (information technology) costs for computer technology and video conferencing. There are no anticipated capital costs. Operating funds asked for total \$17K (see page 1).
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (see table on page 1).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Idaho workforce needs and the public are being served by this request to strategically plan for the training of physicians in Idaho residency programs. Having one coordinating office for these services will also assist the State Board of Education in efficient use of their time and resources.

Without funding, all Idaho medical residencies will develop independently and approach the Board with independent requests for funding.

If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. This request was submitted to the Board in the previous year, initially approved, and then withdrawn from submission for funding, due to the economic forecast in Idaho.

AGENCY: Boise Internal Medicine

FUNCTION: Curriculum Support

Agency No.: Function No.: FY 2013 Request

Page <u>1</u> of <u>2</u> Pages Original Submission <u>X</u> or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01	Title: Boise Internal Medicine		ne	Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES by summary object:						
1. Curriculum Support	216,000				216,000	
TOTAL OPERATING						
EXPENDITURES:	216,000				216,000	
CAPITAL OUTLAY by summary object:						
1. PC and workstation						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	216,000				216,000	

Supports institution/agency and Board strategic plans:

Goal 1, Objective D: Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

This is a request for vital curriculum support of the Boise Internal Medicine (BIM) residency program to allow training at rural and underserved sites in Idaho. BIM is a newly expanded three-year internal medicine residency of the University of Washington that is in a critical period of development. The formative years of a new program are crucial in establishing our reputation and focus.

Studies have demonstrated that having community-based rotations during internal medicine residency doubles the likelihood of intent to practice primary care, and significantly increases instate retention. Our ability to provide these rotations to our first incoming class of interns has been hampered by the lack of state funding during the 2012 fiscal year. Continued lack of

support from the state may jeopardize this programs ability to maintain a focus on rural and regional primary care internal medicine.

<u>Performance Measure:</u> Percent of Boise Internal Medicine residency graduates practicing in Idaho.

Benchmark: 50 percent

Description:

Expanding graduate medical education (GME or residency) training in Idaho has been identified as an educational and funding priority by the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08), the Legislative Medical Education Interim Committee (11/12/08), and the State Board of Education (1/26/09). The State Board of Education rank-ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was: "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."

Due to severe budgetary shortfalls the State of Idaho was unable to fund our first request last year. This resulted in our program having to restrict the very type of rotations (rural and underserved) that are unable to fund themselves but lead to increased interest in primary care practice and retention in Idaho.

The Department of Veterans Affairs is the major funder of the Boise Internal medicine residency. Support agreements have also been established with all other groups participating in the curriculum (Saint Luke's Regional Health Care System, Saint Alphonsus Regional Health Care System, University of Washington Medical Center, and Harborview Medical Center) to subsidize training within their systems. However, a small but critical portion of the curriculum is not funded by these mechanisms. Rotations at small non-affiliated offices such as dermatology, Terry Reilly Health Care System, and other community-based training sites go unfunded. These training experiences are critical to the attractiveness of the program, the completeness of training, and retention of newly trained physicians in the State of Idaho.

Our requested funding is calculated as follows: The best estimated cost of training a resident for one year is approximately 175,000. State funding for one four-week block of outside training per year (1/13 of the cost = 13,500/resident) is our goal. The table below estimates the funding that we plan to request as the residency develops.

The legislature has demonstrated the importance of medical education to the state through their support of WWAMI and family medicine/psychiatry residencies. It is important to note that developing a graduate medical education infrastructure is the key to retaining providers and developing a medical school. Thank you for your consideration.

Fiscal Year	# Residents	Amount/resident	Base	Request
FY 2013	8 interns, 8 R2s	\$ 13,500	-	\$ 216,000
FY2014	8 interns, 8 R2s, 8 R3s	\$ 13,500	\$ 216,000	\$ 108,000

AGENCY: Special Programs FUNCTION: Forest Utilization	Agency No.: 516	FY 2013 Request
Research	Function No.: 01	Page <u>1</u> of <u>4</u> Pages Original Submission <u>X</u> or
ACTIVITY:	Activity No.:	Revision No

A: Decision Unit No: 12.01	Title: FUR -	- Rangeland Center		Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.50				1.50
PERSONNEL COSTS:					
1. Salaries	116,000				116,000
2. Benefits	32,000				32,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	148,000				148,000
OPERATING EXPENDITURES by summary object:					
1. Travel	25,000				25,000
2. Operating	20,000				20,000
TOTAL OPERATING EXPENDITURES: CAPITAL OUTLAY by summary	45,000				45,000
object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	193,000				193,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective B of the SBOE and UI Strategic Plans are focused on producing an educated citizenry through a variety of learning activities. Students will work on rangeland problems in collaboration with Idaho industry, its' citizens and stakeholders. The direct metrics of performance will be the number of undergraduate and graduate students associated with the Rangeland Center that are engaged in off-campus, integrative learning activities each year.

Goal 2, Objectives A & B of both plans are focused on critical thinking, innovation, scholarship and creative thinking, including interdisciplinary activities. The Rangeland Center will take a leadership role in Idaho and address key research priorities that are established by an external board. The Center will leverage FUR support to increase extramural grants from non-state funds and will utilize an interdisciplinary approach to research. The Rangeland Center will span several colleges on campus and by design is an interdisciplinary effort. The direct metrics of performance will be the number of non-state dollars generated by the center and the number of faculty from different disciplines that are active in projects sponsored by the Rangeland Center.

Goal 3, Objectives A and B of the UI Strategic Plan is focused on outreach and engagement to address societal needs and develop partnerships. Rangelands cover half of the State of Idaho and there are many problems that face Idaho rangelands such as wildfire, invasive species, loss of wildlife habitat, energy development and threatened and endangered species. The Rangeland Center will be very active in its outreach and engagement, extending applied research and existing knowledge to managers, ranchers and citizens that use rangelands as well as increasing the accessibility of data for quality decision making. The direct metrics of performance will be the number of outreach projects in Idaho as well as results from standard assessment tools used to understand the effectiveness the Center's outreach projects.

Description:

Advancing the Rangeland Center at the University of Idaho by expanding the Idaho Forest Utilization Act.

Rangelands are vast natural landscapes that cover nearly half of Idaho. These grasslands, shrublands, woodlands and deserts produce a wide variety of goods and services including livestock forage, wildlife habitat, water resources, wildland recreation, open space, and ecosystem services such as water purification and carbon sequestration. Our ability to serve current and future generations will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho.

Rangelands influence the lives and livelihoods of nearly all Idahoans because 90% of Idaho citizens live in places that are currently rangeland or cropland that once was rangeland (i.e., Boise, Twin Falls, Idaho Falls, and Pocatello). The economy of Idaho also depends heavily on rangelands as 65% of the total land area of Idaho is grazed by domestic cattle and sheep that support rural communities and agricultural enterprises. Rangelands are vitally important for recreation as landscapes for fishing, hunting, hiking, biking, horseback riding, and off road vehicle use.

Historically, rangelands were valued mostly for ranching, hunting and mining. Today, changes in the way we use rangelands and environmental conditions threaten the strength and integrity of rangelands. These threats take shape as unsustainable grazing practices, damaging fire regimes, infestations of invasive plants, landscapes fragmented by human development and destructive recreational activities. Advancing rangeland science and management in the current context of ecological and societal change will require newly integrative thinking and innovative practices to maintain and restore these lands and the human communities that rely on them.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The University of Idaho is creating a Rangeland Center that brings together researchers and extension professionals throughout Idaho to address the modern challenges of rangeland management. Faculty and staff in the U-Idaho Rangeland Center will partner with ranchers and land managers to conduct applied research and develop outreach that builds rangeland understanding. The College of Natural Resources at the University of Idaho is requesting an increase in budget of \$193,000 Forest Utilization Research (FUR) budget to support establishment of the U-Idaho Rangeland Center.

- 2. What resources are necessary to implement this request?
- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

We are requesting the following resources:

Anticipated date of hire for all positions July 1, 2012:

Partial salary support (.5FTE \$56,000: \$40,000 salary and \$16,000 fringe benefits) for the **Director of the Rangeland Center.** This person will be a tenured professor who conducts rangeland research, teaches courses and workshops focused on rangelands, and directs the faculty and staff of the Rangeland Center. The other half of the Center Directors salary will be provided by the College of Natural Resources.

Salary (1 FTE \$53,580: \$38,000 salary and \$15,580 fringe benefits) for an **Outreach Coordinator** who will organize and promote the activities and outputs of the Rangeland Center. The outreach coordinator will assist Center Director and faculty members to develop workshops and symposia, articles for popular media, and extension publications.

Salary for two **graduate students** (\$38,380: \$38,000 salary and \$380 fringe benefits for two graduates at 20 hours/week each) to conduct relevant applied research directed by rangeland center faculty. Research projects will focus on topics that have been identified in the Center's strategic plan with input from a stakeholder advisory committee.

Operating expenses for research including basic field equipment and electronic field tools such as palm top computers, GPS, and digital cameras to support research and monitoring projects. Operating expenses are also requested to develop outreach documents, web pages, workshops, symposia and field tours to increase understanding of contemporary issues affecting rangelands.

Travel funds for the Center Director, Outreach Coordinator and Center faculty members to conduct research projects, outreach activities, and attend stakeholder meetings.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Researchers and educators from seven departments, three colleges, and the University of Idaho Extension are coming together to implement an interdisciplinary research, education and outreach program focused on creating science and solutions for rangelands. The U-Idaho Rangeland Center will build on existing partnerships and create opportunities for new collaborations to advance the study and management of rangelands in Idaho and the region.

c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is 100% ongoing state general fund.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The work of the Rangeland Center and the requested resources will directly serve managers and owners of rangeland in Idaho. Research and outreach activities will empower rangeland users and managers with skills and tools to sustain and improve rangeland health and productivity. Ranchers, recreationists, and rural communities in Idaho benefit from productive rangelands that support economic enterprises, vigorous wildlife populations, weed-free landscapes, fertile soils and clean abundant water.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

New request

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Special Education Programs

FUNCTION: Scholarships and Grants

Agency No.: 516 Function No.: 03 FY 2013 Request Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01	Title: Opportunity Scholarship			Priority Ranking 1 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	0.00				0.00	
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group Position Funding						
TOTAL PERSONNEL COSTS:						
OPERATING EXPENDITURES by summary object:						
1. Travel						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY by summary object:						
1. PC and workstation						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:	1,000,000				1,000,000	
LUMP SUM:						
GRAND TOTAL	1,000,000				1,000,000	

Supports institution/agency and Board strategic plans:

Category: New/Expanded Programs

Title: Opportunity Scholarship Programs

The Opportunity Scholarship is Idaho's primary need-based scholarship. It is designed on a shared responsibility model with state dollars being the "last dollars." This means that a student must apply for federal aid, have a self or family contribution element before they would be eligible for the Opportunity Scholarship. In FY07 and FY08, the initial years of this program, \$10 million dollars was put into an endowment fund and \$1.925 million was designated to fund scholarships for the 2007-2008 and 2008-2009 academic years. Approximately 700 students each year have received this renewable scholarship with the majority of students receiving the

BAHR - SECTION II

maximum award of \$3,000. Unfortunately, as a result of the financial difficulties during the last few years, funds were not available to fund neither the endowment nor the ongoing scholarships. The Board was permitted to use the earnings from the endowment and \$1,000,000 from the corpus for FY10, FY11 and FY12. This may permit us to fund qualifying renewals, but new awards will be very limited. This request is for \$1,000,000 from the State General Fund to assist in funding scholarships for fiscal year 2013.

AGENCY:	Special	Programs
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FUNCTION: Scholarships & Grants

Agency No.:	516	
E	00	

Function No.: 03

FY 2013 Request Page _____ of ___ Pages Original Submission _X_ or

Revision No.

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.02	Title: GEAR UP SCHOLARSHIPS			Priority Ranking 2 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)			.10		.10	
PERSONNEL COSTS:						
1. Salaries			5,500		12,100	
2. Benefits			1,700		5,100	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:			7,200		7,200	
OPERATING EXPENDITURES by summary object:						
1. General Services						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY by summary object:						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:			\$591,300		\$591,300	
LUMP SUM:						
GRAND TOTAL			\$598,500		\$598,500	

Supports institution/agency and Board strategic plans:

Goal 1, Objective A

Goal 1, A Well Educated Citizenry, calls for providing opportunities for individual enhancement and Objective A, Access, advocates for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measure: Percent of need met by available need-based financial aid.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This program provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools which are designated as GEAR UP schools.

BAHR - SECTION II

GEAR UP provides students an opportunity to apply for a 4-year renewable scholarship based upon financial need and level of participation in the program and funding for participating students to prepare for and take the ACT test. The GEAR UP Program will serve over 5,500 students in Idaho during the life of the grant.

Description:

GEAR UP started in Idaho in 2007 with the renewable scholarships starting in FY 2013. The scholarship funds are on hand, however spending authority is needed in order to authorize payments.

The Department of Education GEAR UP coordinator estimates \$830,300 in scholarships for FY 2013. The legislature appropriated \$239,000 in ongoing spending authority for scholarships for FY 2012. Therefore, this request is for the difference of \$591,300 (\$830,300 less \$239,000). The GEAR UP program allows \$65,000 for administrative costs. The legislature appropriated .25 FTE and \$10,000 in personnel costs and \$1,000 in operating costs for FY 2012. The estimate for FY 2013 is .35 FTE and \$17,200 in personnel costs. This request includes an increase in personnel costs of .10 FTE and \$7,200.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request reflects an increase of \$591,300 in federal funds spending authority for GEAR UP scholarships and an increase of .10 FTE and \$7,200 in personnel costs. This request does not affect staffing levels but is a shift in cost allocation to the GEAR UP program. The FY 2014 budget request will include a line item request for an additional increase in GEAR UP scholarships that will be awarded from FY 2014 through 2018.

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Part-time (.35 FTE total) GEAR UP scholarship administrator

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing personnel charged to indirect cost funds will work on the GEAR UP program which will not necessitate the need for additional staffing.

c. List any additional operating funds and capital items needed.

None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Federal spending authority with grant funds already awarded.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

GEAR UP is designed to increase the number of low-income students from high-poverty middle and high schools that are prepared to enter and succeed in postsecondary education. GEAR UP provides students an opportunity to apply for a 4-year renewable

scholarship based upon financial need and level of participation in the program and funding for participating students to prepare for and take the ACT test. The GEAR UP Program will serve over 5,500 students in Idaho during the life of the grant.

Funding is in place. This request is for spending authority only.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Idaho State University FUNCTION: Idaho Museum of Natural	Agency No.: 513		FY 2013 Request	
History	Function No.:	3000	Page 1 Original St	of 3 Pages ubmission _X_ or
ACTIVITY: Strategic Initiative	Activity No .:		Revision N	

A: Decision Unit No: 12.01	Title: Idaho Museum of Natural History Priority Ranking 1 of 1					
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	1.0				1.0	
PERSONNEL COSTS: 1. Salaries a. IT Director						
	45,000				45,000	
2. Benefits	18,000				18,000	
TOTAL PERSONNEL COSTS:	63,000				63,000	
OPERATING EXPENDITURES by summary object:						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY by summary object: 1. Storage facility improvements (one time only)	275,000				275,000	
TOTAL CAPITAL OUTLAY:	275,000				275,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	338,000				338,000	

How connected to institution/agency and Board strategic plans:

The Idaho Museum of Natural History was created by State Statute 33-3012. STATE MUSEUM OF NATURAL HISTORY. This statute stated that "there is hereby created and established at Idaho State University a state museum of natural history to be known as the Idaho museum of natural history, where tangible objects and documents reflecting our natural heritage may be collected, preserved, studied, interpreted, and displayed for educational and cultural purposes."

Thus, in order to most effectively meet this mandate, one new position is required. An Information Technology Specialist that meets the goals of the IMNH strategic plan for creating a Virtual Museum to bring the IMNH to all the people of Idaho. Further, to meet our mandate for the care and storage of the Natural History collections of Idaho, a major upgrade to our storage

facilities is needed to meet minimum curation standards. One-time funds are requested for the purchase of new storage units which will increase capacity and long-term care.

This request will substantially increase our public, educational, research, and funding profiles across the State and the Nation, and meets goals articulated in the current ISU and SBOE strategic plans:

ISU Goal 1 — Achieve academic excellence in undergraduate, graduate, professional and technical education. (SBOE Main Goals: 1, A Well Educated Citizenry)

ISU Goal 2 — Increase the IMNH and ISU research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge. (SBOE Main Goals: 1, A Well Educated Citizenry)

ISU Goal 3 — Advance Public outreach, K-12, and rural education through the creation of more diverse and on-line programming. (SBOE Main Goals: 1, A Well Educated Citizenry)

ISU Goal 4 — Manage, care, present, and study, as mandated, the natural history of Idaho. (SBOE Main Goals: 1, A Well Educated Citizenry; 3 Effective and Efficient Delivery Systems)

ISU Goal 5 — Focus institutional, instructional, and research expertise on community and societal needs throughout the state, region, nation, and world. (SBOE Main Goals: 1, A Well Educated Citizenry)

ISU Goal 6 — Promote the efficient and effective use of resources through on-line programming and through fundraising in the private sector. (SBOE Main Goals: 1, A Well Educated Citizenry; 3 Effective and Efficient Delivery Systems)

Description:

This line item request will provide financial resources to fund a position in support of IMNH information technology goals as set forth in the strategic plan. It also requests the appropriate storage upgrades to meet museum best practice and facility expansion so that we may house more State and Federal collections, increasing our revenue streams from Government agencies.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? As noted above, funding for 1.0 FTE, as well as one-time funding for storage facility improvements.
- 2. What resources are necessary to implement this request?
 - *a.* List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. *See above.*
 - *b.* Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. *None are available.*
 - c. List any additional operating funds and capital items needed. See above.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a

description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for ongoing and one-time appropriated funding, as articulated above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The museum currently serves nearly 10,000 school children per year and thousands of the general public in the current gallery and education facilities. The goal of creating a Virtual Museum by putting the entire IMNH collection on line so that students, educators, and researchers anywhere in Idaho or the world can do their own studies, will be impossible without an IT specialist. Revenue expansion through Government programs is now limited by our lack of storage space. The requested storage units will increase access to Government funding sources and revenue.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first.

The museum has been completely reorganized, with a new emphasis on the public, on education, and on expansion of revenue generating capabilities.

AGENCY: Idaho Public Television

FUNCTION: Idaho Public Television

Agency No.: 520 Function No.: 01 FY 2013 Request Page 1 of 3 Original Submission __ or Revision No. ___

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01	Idaho Legislature Live / Title: Multimedia Personnel Priority Ranking 1 of 1					
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	2.00				2.00	
PERSONNEL COSTS - 4000:						
1. Salaries	75,900				75,900	
2. Benefits	34,900				34,900	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	110,800				110,800	
OPERATING EXPENDITURES - 5000 by sub object:						
TOTAL OPERATING EXPENDITURES: CAPITAL OUTLAY - 6000						
by sub object:						
1. 6401 - Computers (2 laptops)	2,200				2,200	
2. 6701 - Office equipment	3,500				3,500	
TOTAL CAPITAL OUTLAY:	5,700				5,700	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	116,500				116,500	

How connected to institution/agency and Board strategic plans:

Goal 1 SBoE Goal 1 is a well-educated citizenry. IdahoPTV objectives to meet this goal include: 1) provide access to IdahoPTV new media content to citizens anywhere in the state, which support citizen participation and education, 2) contribute to a well-informed citizenry and 3) provide relevant Idaho-specific information.

Description:

As a result of S1491 (2006), IdahoPTV was directed to oversee (in partnership with Legislative Services and the Department of Administration), Idaho Legislature Live coverage on the Web and broadcast.

Idaho Legislature Live currently includes gavel-to-gavel video coverage of the Idaho House, Senate, Joint Finance-Appropriations Committee (JFAC), House/Senate Auditorium, and live audio coverage of legislative committee rooms.

Since its inception, IdahoPTV has entirely self-funded the personnel and operational costs required to provide Idaho Legislature Live coverage.

IdahoPTV requests two positions to assist with this expanded coverage and to be available to enhance our new media activities at times when Idaho Legislature Live is not active. We believe that it is only reasonable that the state assist with a portion of the operational costs for this service that benefits citizens statewide. IdahoPTV will continue to provide additional in-kind personnel and basic operating cost to enable Idaho Legislature Live coverage, including: production management, engineering maintenance, website management and information technology support. We cannot maintain the current level of service indefinitely.

When Idaho Legislature Live functions are not active, the requested positions will work on educational IdahoPTV new media initiatives including content creation and archiving of content.

Questions:

1. What is being requested and why?

For the first years of coverage, no state funds were made available to cover the personnel costs associated with the Idaho Legislature Live coverage. These activities were funded with non-state resources. We request these funds to ensure sustainability of the expanded Idaho Legislature Live.

What is the agency staffing level for this activity and how much funding by source is in the base?

N/A

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full- or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Web Developer, pay grade L, full-time, classified, anticipated hire date July 1, 2012, salary cost estimated at \$46,800; benefited with benefit costs estimated at \$19,350, position on-going.

PTV Digital Broadcast Systems Operator, pay grade I, full-time, classified, anticipated hire date July 1, 2012, salary cost estimated at \$29,100; benefited with benefit costs estimated at \$15,550, position on-going.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

If funded, IdahoPTV will continue to redirect the efforts of the following personnel to this effort:

-Broadcast System Operator: -IT Systems Supervisor: -Broadcast Maintenance Engineer: To maintain current camera systems -Production Manager:

To supervise the requested two positions

To maintain current IT systems

To supervise the project

c. List any additional operating funds and capital items needed.

IdahoPTV will need new computers for use by the new positions along with workspace modifications.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

General Fund per matrix on page 1.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

N/A

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The entire population of Idaho will benefit. Idaho Legislature Live is available via digital television and the Web.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Last year, a line item request for "Idaho Experience" was ranked 1 or 2. This request has been removed pending future legislative interest. This year, this document is the only line item request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Vocational Rehabilitation FUNCTION: Vocational Rehabilitation ACTIVITY:		Agency No.: Function No.: Activity No.:	523 02	FY 2013 Request Page _1_ of _3 Page Original Submission _X_ Revision No	
A: Decision Unit No: 12.01	Title: Trustee	e & Benefit Fund	ls	Priority Ranki	ng 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$576,900		\$2,131,500		\$2,708,400
LUMP SUM:					
GRAND TOTAL	\$576,900		\$2,131,500		\$2,708,400

Supports institution/agency and Board strategic plans:

Goal 1, Objective 8

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.

Objective 8: Enhance revenue opportunities for VR programs.

Performance Measure/s:

- Increase number of Idahoans with disabilities placed in gainful employment.
- Increase grant opportunities and collaboration with state agencies and other entities to develop shared projects.

Description:

Vocational Rehabilitation is a ticket to self-sufficiency for Idahoans with disabilities – a hand-up to employment and to independence. Regrettably, a public perception may be that Vocational Rehabilitation is another welfare program. Vocational Rehabilitation services for eligible Idahoans with disabilities are the enabling tools to transition from unemployment to gainful employment; from dependence to independence.

This is a request for state funds required to match federal dollars allotted to Idaho. Without matching funds the federal dollars Idaho deserves will be lost reducing the number of Idahoans with disabilities entering the workforce. Holdbacks from the recent recession have prohibited IDVR from accepting Idaho's full allotment of federal funds in FY2010, FY2011 and FY2012. Given the nearly ONE (state funds) to FOUR (federal funds) match, IDVR reverted \$616,000 of federal dollars in FY2010, \$2.7million in FY2011 and will revert a similar amount in FY2012. These reductions have significantly limited client services that put Idahoans to work. Idaho ranks among the top ten states that have reverted federal funds and ranks 49th in the nation for its ability to capture federal funds allocated to the state. In the past three years, losses in state and federal funds have been partially offset with one-time fund sources: Social Security reimbursements acquired through a sweep of records of prior clients who successfully moved off of SSI and SSDI benefit programs; and, American Recovery and Reinvestment Act (stimulus) funds. These sources and all reserves are depleted. Funding reductions have been exacerbated as the Department of Correction and some school districts that provided nonfederal match in prior years have found it necessary to eliminate their shares of non-federal match. State funds are the only stable mechanism to capture the available unmatched federal dollars designated for Idaho by the US Rehabilitation Services Administration. This request for \$576,900 of State General Account funds will allow Idaho to receive the approximate \$2,131,500 of federal funds it will be allotted in FY2013 to serve the growing population of Idahoans with disabilities who are eligible for services.

The funds will be used for our primary mission of vocational rehabilitation of individuals with disabilities. The outcome is to move Idahoans with disabilities from unemployment to gainful employment; from dependence to independence.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
 - \$576,900 in state general funds and \$2,131,500 in federal spending authority.
 - IDVR currently has 148 FTEs for this activity.
 - Base: General Fund \$2,914,600

Federal Fund \$14,414,000 Dedicated Fund \$1,078,500 Misc. Revenue \$958,500

- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No new positions are requested.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

c. List any additional operating funds and capital items needed.

None.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This is an ongoing request for \$576,900 in State General funds and \$2,131,500 Federal spending authority for Trustee & Benefit services.

Federal grant funds come to Idaho through the annual VR State grant. If the agency does not have enough non-federal matching funds to capture all of the available federal dollars for Idaho, the funds are reallocated to other states by the RSA.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

An increased number of Idaho citizens with disabilities who seek employment will be served. Idahoans who are disabled come from all walks of life: farmers, foodservice workers, dairymen, construction workers, secretaries, educators, students, executives, etc.

The impact is statewide. Idaho benefits when the unemployed go to work and become taxpayers and contributors to the state's economy. Without funds fewer Idahoans with disabilities will return to gainful employment.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Vocational Rehabilitation FUNCTION: Extended Employment	Agency No.:	523	FY 2013 Request
Services	Function No.:		Page _1_ of _3 Pages Original Submission _X_ or
ACTIVITY:	Activity No .:		Revision No

A: Decision Unit No: 12.02	Title: Trustee & Benefit Funds Priority Ranking 2 of				ng 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
	Increase in Indirect Costs to Cover additional needed T&B Funds				
TOTAL OPERATING EXPENDITURES:	\$226,700				\$226,700
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$429,200				\$429,200
LUMP SUM:					
GRAND TOTAL	\$655,900				\$655,900

Supports institution/agency and Board strategic plans:

Goal 1, Objective 8

Goal 1: Continually improve the quality and quantity of Extended Employment Vocational Rehabilitation Services available to eligible Idahoans with severe physical and mental disabilities and to assist them to prepare for, obtain, maintain, or regain gainful employment opportunities.

Objective 8: Enhance revenue opportunities for VR programs.

Performance Measure/s:

Increase the availability of employment services, training and job opportunities for the Most Severely Disabled Idahoans. This is accomplished through a variety of employment, training and job opportunities funded through the Vocational Rehabilitation Extended Employment Service.

AGENCY: Office State Board of Education Agency No.: FUNCTION: Office State Board of Education

501 Function No.: 02 to 03 FY 2012 Request

Page _1__ of _1 Pages Original Submission X or Revision No.

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01	Title: Charte	er Commission	Priority Ranking 1 of 2		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.5				2.5
PERSONNEL COSTS:					
1. Salaries	\$160,300				\$160,300
2. Benefits	51,200				51,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$211,500				\$211,500
OPERATING EXPENDITURES by summary object:					
1. Travel	\$40,600				\$40,600
TOTAL OPERATING EXPENDITURES:	\$40,600				\$40,600
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$252,100				\$252,100

Description:

The Public Charter School Commission (PCSC) was created by the Idaho Legislature in 2004 to serve an alternative, statewide authorizer of public charter schools. The PCSC consists of seven, Governor-appointed members and is staffed by the Office of the State Board of Education (OSBE).

In 2006 the Legislature appropriated general funds to provide an administrative assistant position, and in 2007 general funds were added for a charter schools oversight position. In 2012 the Legislature appropriated additional funding to add an executive level staff position for management of the day-to-day oversight of charter schools authorized by the PCSC. Base reductions in FY 2010-2012 reduced funding to the budgeted levels shown above.

Since initial funding in FY 2006, OSBE has internally segregated all appropriated funding for the PCSC from the rest of the OSBE budget (Function 02). However, since the PCSC budget and workload continues to grow, OSBE staff now believes it would be appropriate and preferable to transfer the PCSC budget to a new program (Function 03) unto its own. Budgetarily separating the PSCS from OSBE will increase transparency and ensure that their respective appropriations remain completely segregated in the future.

AGENCY: Office State Board of Education	ation		Agency No.:	501	FY 2013 Req	uest
FUNCTION: Office State Board of Education			Function No.:	02	Page <u>1</u>	of <u>1</u> Pages
ACTIVITY:			Activity No .:		Revision No.	
A: Decision Unit No: 12.02	Title:	Indired	t Costs Spendi	ing Authority	Priority Ranki	ng 2 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Professional Services	\$110,000				\$110,000
TOTAL OPERATING EXPENDITURES:	\$110,000				\$110,000
CAPITAL OUTLAY by summary object:					
1. Equipment	\$15,000				\$15,000
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$125,000				\$125,000

Description:

The Office of the State Board of Education (OSBE) is housed in the northwest corner on the 3rd floor of the Len B. Jordan building. This is the only occupied space in the building which has not been recently remodeled. The entire OSBE space has asbestos tile, underneath wall-to-wall carpeting, which requires abatement. In addition, the Division of Public Works (DPW) has advised OSBE that a common space hallway (separating OSBE from its only conference room and storage space) is not necessary by fire code and could be vacated to provide additional functional square footage for OSBE.

Through efficient management of federal grants over many years, OSBE has accumulated a cash balance of indirect costs funds. These funds can be used for any state purpose and offer management greater discretion in their use. However, management has prudently not included these funds in the ongoing budget but rather saved them for the anticipated one-time expenditures described above. Some of the

funds were accumulated through the College Access Challenge Grant, which is a oneyear grant subject to renewal. Including these funds in the ongoing budget could present risk if the grant is not renewed. OSBE has the cash to pay for the proposed remodel, but lacks spending authority necessary to expend the funds. Current spending authority is partially used for personnel associated with the College Access Challenge Grant and other program needs.

OSBE requests approval to use one-time non-state funds to remodel and reconfigure some of its interior space to make more efficient and effective use of the space. At the same time, DPW could use this opportunity to perform necessary asbestos abatement and replace the Office's carpeting which has reached the end of its useful life. OSBE views this as a win-win opportunity to leverage non-state funds for tenant improvements while the State (as Lessor) benefits from eliminating the need to maintain unnecessary common space, collecting more rent on more Class A space, and the significant added value of the improvements themselves.

Reconfiguration of the space would provide OSBE with a modern and highly functional conference room with video conferencing capability. OSBE is increasingly relying on video conferencing to reduce travel costs for staff and Board members, but often has to compete with finding availability of facilities at other agencies or institutions in order to host a video conference.

If approved, some funding may also be used for furniture, fixtures and equipment directly related to the remodel.

AGENCY: Boise State University

FUNCTION: General Education

Agency No.: 512 Function No.: 01 FY 2013 Request

Page _____ of ___ Pages Original Submission _X_ or Revision No. ____

ACTIVITY: VA Biomedical Research

Activity No.:

A: Decision Unit No: 12.04	Veterans Administration Title: Biomedical Research Collaborative Priority Ranking 4 of 4				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.5				
PERSONNEL COSTS:					
1. Salaries and Benefits	244,000				244,000
2. Graduate Assistants	266,600				266,600
TOTAL PERSONNEL COSTS:	510,600				510,600
OPERATING EXPENDITURES by summary object:					
1. Operating Costs/Equipment	37,000				37,000
TOTAL OPERATING					
EXPENDITURES:	37,000				37,000
CAPITAL OUTLAY by summary object:					
1. Library supporting acquisitions	20,000				20,000
TOTAL CAPITAL OUTLAY:	20,000				20,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	567,600				567,600

How connected to institution/agency and Board strategic plans:

Boise State University has been developing the biomolecular sciences as a primary research focus since 2000, with particular emphasis on protein structure and function. This highly interdisciplinary effort directly targets diverse biomedical applications, and is central to the NIH-funded Biomedical Research Infrastructure Network (BRIN) and the IDeA Network for Biomedical Research Excellence (INBRE) collaborations that involve Boise State University, Idaho State University, the University of Idaho, and the Veterans Affairs Medical Center in Boise.

Biomolecular and biomedical research infrastructure at Boise State University is the result of numerous National Science Foundation Major Research Instrumentation grants, funding of the Institute for Musculoskeletal Research by the Idaho Higher Education Research Council in 2007, a \$4M NIH grant to construct a vivarium, and the hiring of new faculty members in key areas.

The funds requested in this line item build on these earlier successes and continue the development of a strong collaborative research presence in Boise, including proposing a PhD program in the biomolecular sciences.

AGENCY: Idaho State University

FUNCTION: General Education

Agency No.: 513 Function No.: 1000 FY 2013 Request

Page 1 of 2 Pages Original Submission <u>X</u> or Revision No. ___

ACTIVITY: F. VA Biomedical Research

Activity No.:

A: Decision Unit No: 12.06		ns Administrat dical Research	Priority Ranking 6 of 6		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.5				3.5
PERSONNEL COSTS:					
1. Salaries	300,000				300,000
2. Benefits	120,000				120,000
3. Group Position Funding (GAs)	120,000				120,000
TOTAL PERSONNEL COSTS:	540,000				540,000
OPERATING EXPENDITURES by summary object:					
1. Travel	3,000				3,000
2. Materials and Supplies	25,000				25,000
TOTAL OPERATING EXPENDITURES:	28,000				28,000
CAPITAL OUTLAY by summary object:					
1. Start-up equipment (one-time)	275,000				275,000
TOTAL CAPITAL OUTLAY:	275,000				275,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	843,000				843,000

How connected to institution/agency and Board strategic plans:

Idaho State University has begun developing the framework for a large scale biomedical research enterprise by exploiting the synergistic interactions among the existing scholarly resources within the ISU campus as well as drawing upon the State's biomedical and biotechnology industry and other segments of interdisciplinary biomedical research within the State of Idaho, most particularly infectious disease research at the Veterans Affairs Medical Center in Boise. Thus, in order to most effectively leverage biomedical expertise at institutions across Idaho, we seek to strengthen ISU's collaboration with the VA, the University of Idaho and Boise State University. Research and teaching efforts centered on the VA Biomedical Collaborative further the following strategic goals, as articulated in the current ISU and SBOE strategic plans:

ISU Goal 1 — Achieve academic excellence in undergraduate, graduate, professional and technical education. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 2 — Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 3 — 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. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 4 — Prepare students to function in a global society. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 5 — Focus institutional, instructional, and research expertise on community and societal needs throughout the state, region, nation, and world. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 6 — Promote the efficient and effective use of resources. (SBOE Main Goals: 1, A well Educated Citizenry; 3, Effective and Efficient Delivery Systems)

Description:

This line item request will provide financial resources to fund two faculty positions, a postdoctoral fellowship position, and a portion of a grant writer, as well as graduate assistantships, to support the SBOE strategic plan to enhance biomedical research across the State of Idaho. As described in other institutional requests, the goal of this plan is to increase biomedical research and graduate education in biomedical fields in Idaho and to establish a critical mass of innovative, productive biomedical investigators at the Veterans Affairs Medical Center in Boise. This is a collaborative effort with Veterans Affairs, UI, and BSU.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? As noted above, funding for 3.5 FTE, as well as funding for graduate assistantships.
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **See above.**
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **None.**
 - c. List any additional operating funds and capital items needed. NA.
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes,

ongoing anticipated grants, etc. This request is for ongoing and one-time appropriated funding, as articulated above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? **See above.**

If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first. This is a new request for ongoing and one-time appropriated funding.

AGENCY: University of Idaho

FUNCTION: General Education

Agency No.: 514 Function No.: 01 FY 2013 Request

Revision No.

Original Submission X or

of 2 Pages

Page 1

ACTIVITY: VA Biomedical Research

Activity No.:

Veterans Administration A: Decision Unit No: 12.03 Title: Biomedical Research Collaborative Priority Ranking 3 of 3					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.30				2.30
PERSONNEL COSTS:					
1. Salaries	205,000				205,000
2. Benefits	72,000				72,000
3. Group Position Funding	120,000				120,000
TOTAL PERSONNEL COSTS:	397,000				397,000
OPERATING EXPENDITURES by summary object:					
1. Travel	3,000				3,000
2. Supplies	20,000				20,000
TOTAL OPERATING EXPENDITURES:	23,000				23,000
CAPITAL OUTLAY by summary object:					,
1. Startup/lab equipment (one-time)	250,000				250,000
TOTAL CAPITAL OUTLAY:	250,000				250,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	670,000				670,000

How connected to institution/agency and Board strategic plans:

UI Goals – Scholarly and Creative Activity, and Outreach and Engagement

SBOE Goal – Goal 2: Critical Thinking and Innovation; Objective A: Critical Thinking, Innovation and Creativity—Increase Research and development of new ideas into solutions that benefit society

Description:

This request is for two faculty positions, startup funds, graduate stipends, and a portion of a grant writer to support the SBOE strategic plan to enhance biomedical research in Idaho. The goal of this plan is to increase graduate education in biomedical fields in Idaho and to establish a critical mass of innovative, productive biomedical investigators at the Veterans Affairs Medical Center in Boise. This is a collaborative effort with Veteran's Affairs, ISU, and BSU.

BAHR - SECTION II

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **As noted above.**
- 2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **As noted above.**
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **NA**
 - c. List any additional operating funds and capital items needed. **None.**
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. **NA**
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? **As noted above.**

If this is a high priority item, list reason non-appropriated Line Items from FY 2009 budget request are not prioritized first.

SUBJECT

Board Policy, Section V.E.2.c. - first reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.E.

BACKGROUND/ DISCUSSION

Current policy requires each institution to enter into a written operating agreement with each recognized foundation that is affiliated with the institution. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every two (2) years, or as otherwise requested by the Board, for review and re-approval.

IMPACT

The Audit Committee has determined that the two (2) year interval for resubmission should be increased to three (3) years. In light of the infrequent amount and materiality of revisions, a longer period of review is sufficient for oversight purposes.

ATTACHMENTS

Attachment 1 – Proposed Revised Policy, Section V.E.2.c. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The revisions to Board policy, V.E. Gifts and Affiliated Foundations will help facilitate the Audit Committee's oversight duties by reducing the number of reviews of foundation operating agreements.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the amendment to Board Policy V.E.2.c. Gifts and Affiliated Foundations, as submitted.

Moved by_____ Seconded by_____ Carried Yes____ No____

August 2009August 2011

2. Institutional Foundations

c. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution. Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every two (2) three (3) years, or as otherwise requested by the Board, for review and re-approval. Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

August 2009August 2011

SUBJECT

Board Policy, Sections F and K – second reading

REFERENCE

April 2011	First reading; returned to committee for more work
	and to be brought back to the Board for another first
	reading
June 2011	Board approved first reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.F. and V.K.

BACKGROUND/ DISCUSSION

In June 2011 the Board approved the first reading to amend Board policy V.F. and V.K., and instructed staff to increase the institution threshold to \$500,000 and Board approval threshold to \$1,000,000, and to add a new section for approval of design-build projects.

IMPACT

The revised policies will provide clarity in terms of the Board's expectations and preferred process for submitting requests for major capital project approval.

ATTACHMENTS

Attachment 1 – Proposed Revised Policy, Section V.F.	Page 3
Attachment 2 – Proposed Revised Policy, Section V.K.	Page 5
Attachment 3 – Construction Project Approval Process Flowchart	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

With the exception of the two additions noted in the Background/Discussion above, there were no other changes from first reading.

Idaho Code §67-2309 provides that "a design-build contract is a contract between a public entity and a nongovernmental party in which the nongovernmental party contracting with the public entity agrees to both design and build a structure, roadway or other item specified in the contract." Since the design and build are performed by one team, the approval process by the Board may be truncated (financing of such a project which involves issuance of debt would still require a separate approval step), which is allowed for in V.K.5 of the proposed policy. However, design-build contracts can also allow a series of options to proceed (or not) as each phase of the design and the attendant cost estimate is completed. In that sense, the approval actions could be the same as a normal delivery: approval to design allows the selection and contracting with the design-build team; design-build team completes design and cost estimate; institution returns to board for approval to construct. If financing is needed, institution submits request for approval at a subsequent meeting. Staff has worked closely with institution staff (and consulted Division of Public Works staff) in the development of these policy revisions and recommends approval.

BOARD ACTION

I move to approve the second reading of the amendment to Board Policy V.F. Bonds and Other Indebtedness and V.K. Construction Projects, as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

F. Bonds and Other Indebtedness

1. General Powers

The University of Idaho, Idaho State University, Lewis-Clark State College, and Boise State University may, by a majority vote of all the members of the Board, borrow money with or without the issuance of bonds pursuant to Chapter 38, Title 33, Idaho Code. The Board must act by formal resolution. Such indebtedness is not an obligation of the state of Idaho but is an obligation solely of the respective institutions and the respective board of trustees. Any indebtedness is to be used to acquire a project, facility, or other asset that may be required by or be convenient for the purposes of the institution. For indebtedness of a major capital project, an institution shall first obtain approval in accordance with Board policy V.K. (for purposes of this subsection, a major capital project is one in which the project cost exceeds \$750,000). Student fees, rentals, charges for the use of the projected facility, or other revenue may be pledged or otherwise encumbered to pay the indebtedness. Refunding bonds also may be issued.

Eastern Idaho Technical College is not authorized to borrow money under Chapter 38, Title 33, Idaho Code.

2. Attorney General's Opinion

The Board or the institution may request the Attorney General of Idaho to review and pass upon the validity of a proposed bond issue. If found valid, the bond is an incontestable, binding obligation on the institution.

3. Private Sale

A private sale of bonds is permitted only with the prior approval of the Board as the governing body of the institution. The chief executive officer of the institution must justify why a public sale is not desirable and explain the benefits of a private sale of bonds.

4. Responsibility of the Chief Executive Officer

The chief executive officer of the institution is responsible for compliance with state law and these provisions when any indebtedness is incurred.

5. Expenditure of Excess Revenue

Expenditure of project revenues over and above that pledged or otherwise encumbered to meet the indebtedness is limited to expenditures for projects identified in the bond's Official Statement. Expenditure of excess revenue for other

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: V. FINANCIAL AFFAIRS

Subsection: F. Bonds and Other Indebtedness

projects requires prior Board approval. Expenditures between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval from the executive director and expenditures greater than five hundred thousand dollars (\$500,000) require prior Board approval.

April 2002August 2011

April 2010 August 2011

1. Authorization Limits

Without regard to the source of funding, before any institution or agency under the governance of the Board begins to make capital improvements, either in the form of alteration and repair to existing facilities or construction of new facilities, it must be authorized based on the limits listed below. Projects requiring executive director or Board approval must include a separate budget line for architects, engineers, or construction managers and engineering services for the project cost.

Project Originally	Original Project	Cumulative	Aggregate Revised	Change
Authorized By	Cost	Value of	Project Cost	Authorized By
		Change(s)		
Local Agency	<u>< \$3500,000</u>	<u>Any</u>	<u>< \$3500,000</u>	Local Agency
Local Agency	<u>< \$3500,000</u>	Any	<u>\$35<mark>0</mark>0,000-</u>	Executive
			<u>\$751,000,000</u>	Director
Local Agency	<u><\$3500,000</u>	<u>Any</u>	<u>> \$751,000,000</u>	<u>SBOE</u>
Executive	<u>\$35<mark>0</mark>0,000-</u>	<u><= \$250</u> 0,000	<u><= \$51,00</u> 0,000	Local Agency
Director	<u>\$751,000,000</u>			
Executive	<u>\$500,000-\$1,000,000</u>	<u>>\$500,000</u>	<u><\$1,000,000</u>	Executive
Director				Director
Executive	<u>\$3500,000-</u>	Any	<u>>\$751,000,000</u>	SBOE
Director	<u>\$751,000,000</u>			
<u>SBOE</u>	<u>> \$751,000,000</u>	<u><\$3500,000</u>	Any	Local Agency
SBOE	<u>> \$751,000,000</u>	<u>\$3500,000-</u>	Any	Executive
		<u>\$751,000,000</u>		Director
<u>SBOE</u>	<u>> \$751,000,000</u>	<u>>\$751,000,000</u>	Any	<u>SBOE</u>

12. Major Project Approvals - Proposed PlansCapital Construction Plans

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

a. Before any institution or agency under the governance of the Board solicits or accepts a gift or grant in support of a specific major project, such project must first be included on the institution's or agency's six-year capital construction plan (hereinafter "Plan"). If such a project would not ordinarily be included on a Plan or notice of the gift or grant cannot otherwise be provided to the Board at its next regularly scheduled meeting due to time limitations, the institution or agency shall notify the Board in writing prior to solicitation or acceptance of the gift or grant and shall include a summary of the purpose, fiscal impact, terms and conditions, and a

April 2010 August 2011

justification as to why an amended Plan or notice could not be provided at the Board's next regularly scheduled meeting.

b. Institutions and agencies under the governance of the Board shall bring their Plan to the Board for review and approval at its regularly scheduled August meeting. The Plan shall span six fiscal years going forward starting at the fiscal year next. The Plan shall only include capital projects for which the cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding. Board approval of a Plan shall constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan.

c. If an institution or agency under the governance of the Board desires to begin the major project approval process, as set forth below, of a project not listed on its approved Plan, it shall first bring an amended plan to the Board for approval.

3. Major Project – Defined

<u>"Major Project" is a capital project for which the total cost is estimated to exceed one million dollars (\$1,000,000), without regard to source of funding.</u>

4. Design-Bid-Build Projects

a. Major Project Approvals - Planning and Design

Board approval is required before any institution or agency begins planning and design on a major project carried out under the traditional "design-bid-build" method. For design-bid-build projects, planning and design encompasses the preparation of architectural and engineering documents and associated budget and schedule information through the completion of the construction documents for bidding.

b. Major Project Approvals – Project Budget and Financing Plan

Board approval of a preliminary project budget and financing plan (including financial pro forma, debt/operating expenses ratio, pledges, strategic facilities fees, and other material financial information) is required for a project that has previously received approval for its planning and design. This level of approval may be requested concurrently with approval for construction.

c. Major Project Approvals – Final Approval – Construction

Board approval is required to proceed with the construction of a project that has received approval for its preliminary project budget and financing plan.

d. Major Project Approvals – Final Approval – Financing and Incurrence of Debt

Board approval for financing capital projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. for a project that has previously received approval for construction. (All other projects financed entirely without indebtedness do not need separate approval for financing.) The Board will not consider concurrent requests for approval for construction and financing for the same project. Therefore, institutions seeking approval for project financing must bring a request for said approval to a Board meeting subsequent to the meeting at which project construction is approved.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between three hundred fifty thousand dollars (\$350,000) and seven hundred fifty thousand dollars (\$750,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed seven hundred fifty thousand dollars (\$750,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

5. Design-Build Projects

a. Major Project Approvals – Architect/Contractor Team

Board approval is required prior to going out for solicitation for an architect/contractor design-build team for a major project. A request for approval will include a project budget and financing plan (including, for example, financial pro forma, debt/operating expenses ratio, pledges, strategic facilities fees, and other material financial information).

b. Major Project Approvals – Financing and Incurrence of Debt

Board approval for financing capital projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. for a project

April 2010 August 2011

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

Subsection: K. Construction Projects

April 2010 August 2011

which has previously received approval for awarding a contract to an architect/contractor team. (Projects financed entirely without indebtedness do not need separate approval for financing.) The Board will not consider concurrent requests for approval of design-build and financing for the same project. Therefore, institutions seeking approval for project financing must bring a request for said approval to a Board meeting subsequent to the meeting at which the design-build is approved.

36. Fiscal Revisions to Previously Approved Projects

If the a project budget increases above the approved amount, then the institution, school, or agency may shall be required to seek further authorization based on the limits established in Section 1., as follows:

Project Originally	Original Project	Cumulative	Aggregate Revised	Change
Authorized By	Cost	Value of	Project Cost	Authorized By
		Change(s)		
Local Agency	< \$350,000	Any	< \$350,000	Local Agency
Local Agency	< \$350,000	Any	\$350,000-\$750,000	Exocutive
				Director
Local Agency	<\$350,000	Any	> \$750,000	SBOE
Executive	\$350,000-\$750,000	<= \$250,000	<= \$500,000	Local Agency
Director				
Executive	\$350,000-\$750,000	Any	>\$750,000	SBOE
Director				
SBOE	<mark>≻ \$750,000</mark>	<\$350,000	Any	Local Agency
SBOE	> \$750,000	\$350,000-	Any	Executive
		\$750,000	-	Director
SBOE	> \$750,000	>\$750,000	Any	SBOE

All modifications approved by the Executive Director shall be reported quarterly to the Board.

47. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

58. Statute and Code Compliance

a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: V. FINANCIAL AFFAIRS

Subsection: K. Construction Projects

April 2010 August 2011

land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.

b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

April 2010 August 2011

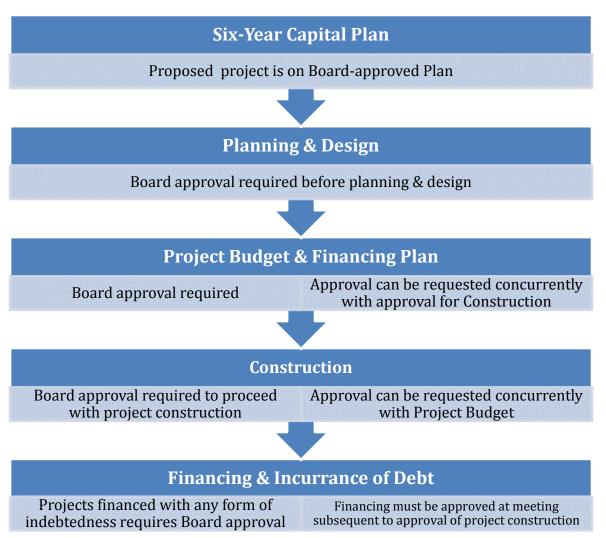
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Idaho State Board of Education

Construction Projects Approval Process for Institutions and Agencies

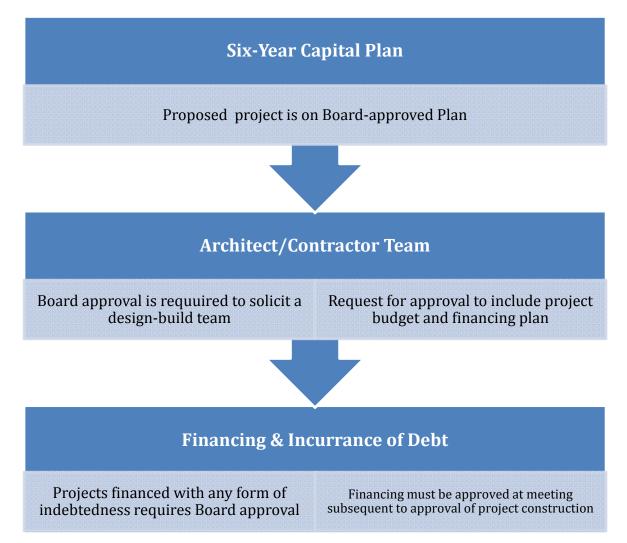
All planned major capital projects must be on an institution's or agency's Board-approved Six-Year Capital Construction Plan (except as otherwise provided). Major capital projects are those for which the cost is estimated to exceed \$1M (regardless of fund source).

There two project delivery methods: Design-Bid-Build and Design-Build. Board Policy V.K. establishes approval processes for these two methods as follows:



Design-Bid-Build

Design-Build



SUBJECT

FY 2013 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is staffed by the Division of Public Works (DPW), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition.

The annual capital project funding request process begins with DPW issuing a letter to agencies and institutions each spring requesting that they submit their project funding needs. DPW staff works with the agencies and institutions over the summer months to finalize requests. The State Board of Education also concurrently reviews and makes recommendation on major capital projects to PBFAC. DPW staff produces a fiscal year request notebook provided to PBFAC in early September. Agencies and institutions present their requests to PBFAC in early October; and at its November business meeting the Council reviews DPW staff funding recommendations and takes action on them. Between the October and November PBFAC meetings, DPW staff reviews the agency presentations and consults with agencies and institutions to clarify issues. DPW staff then goes through a process of deciding which projects should be funded and what the Permanent Building Fund (PBF) allocations should be for each requesting agency and institution. Also, in the month of October, the Division of Financial Management (DFM) informs DPW of the anticipated revenue amount for the fiscal year's funding. This sum is the basis for DPW staff's allocation recommendations which are presented to the PBFAC at its November meeting. Following the PBFAC's review and approval of its funding recommendations for the next fiscal year, DPW staff forwards those recommendations to DFM and the Legislative Services Office for inclusion in their respective budget publications. The Governor makes a recommendation regarding major capital projects to the Legislature. The Legislature appropriates funds to DPW for specific major capital projects and funding for general alterations and repairs, and other projects statewide.

In recent years the Board has not always chosen to prioritize or recommend new capital facilities to the PBFAC. Several times the Board has instead recommended that all funding efforts be directed primarily toward alterations & repairs, asbestos abatement, and other non-major capital items.

Institutions and agencies have prepared and submitted their FY 2013 capital budget requests to the Board office and DPW, as shown on Page 5.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any) at the Board's discretion.

In a previous agenda item, Board considered the revision of policy V.K. to require any institution or agency under the governance of the Board to include any project on the institution's or agency's six-year capital construction plan before it solicits or accepts a gift or grant in support of a specific major project. The policy requires institutions and agencies to bring their six-year plan to the Board for review and approval at its regularly scheduled August meeting. The plan shall span six fiscal years going forward starting at the fiscal year next. The plan shall only include capital projects for which the cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding. Board approval of a plan shall constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan.

In anticipation of passage of the second reading of Board policy V.K., the sixyear capital construction plans are included in this agenda for Board approval.

ATTACHMENTS

Attachment 1-FY13 Major Capital Request Summary	Page 5
Attachment 2-Boise State University Six-year Plan	Page 7
Attachment 3-Idaho State University Six-year Plan	Page 8
Attachment 4-University of Idaho Six-year Plan	Page 9
Attachment 5-Lewis-Clark State College Six-year Plan	Page 10
Attachment 6-Eastern Idaho Technical College	Page 11
Attachment 7-Capital Project Summaries for agencies & institutions	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2012 institution request list.

The Board may recommend some or all of the projects to the Permanent Building Fund Advisory Council for consideration at its October 2011 meeting, or recommend no major capital funding for FY 2013 and have the PBFAC concentrate on alterations and repairs and other non-major capital projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked.

Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2013.

BAHR – SECTION II

The community colleges' six-year capital construction plans are not included because those projects are approved by their local boards.

BOARD ACTION

I move to recommend to the Permanent Building Fund Advisory Council the major capital projects on page 5 for consideration in the FY 2013 budget process.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

OR

I move to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2013 budget process.

[select from Tab 4, Page 5]
- "
- "

Moved by _____ Seconded by _____ Carried Yes _____ No ____

OR

I move to recommend no major capital funding for FY 2011 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

AND

I move to approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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BUSINESS AFFAIRS AND HUMAN RESOURCES AUGUST 11, 2011

State Board of Education

FY13 Major Capital Request Summary

(\$ in 000's)

	Board			Total Pro	ject Cost	
			Detail	Perm. Building		FY 2013
	Priority	Institution/Agency & Project	Page	Fund	Total Funds	Request
1		Boise State University				
2	1	Institute for Arts & Humanities Building	13	1,800.0	1,800.0	1,800.0
3	2	College of Business & Economics Building Renovation	16	9,000.0	9,000.0	9,000.0
4	3	Science Research Building - Planning and Design	19	1,200.0	62,000.0	500.0
5		Idaho State University				
6	1	Remodel basement of Education building	23	1,300.0	1,300.0	1,300.0
7	2	Beckley Nursing Asbestos Mitigation	24	1,100.0	1,100.0	1,100.0
8	3	Develop Cadaver Lab at ISU-Meridian Facility	25	1,500.0	1,500.0	1,500.0
9	4	Interior Notification System, Phase 4	26	1,400.0	1,400.0	1,400.0
10	5	Eli Oboler Library	27	6,000.0	6,000.0	6,000.0
11		University of Idaho				
12	1	Northern Idaho Collaborative Education Facility (UI, LCSC,	29	21,000.0	21,000.0	20,579.2
13		Science & New Technologies Lab/Research/Éducation	35	15,000.0	52,408.5	1,000.0
14		Lewis-Clark State College	00			
15		Northern Idaho Collaborative Educ. Facility (see above)	29	4 700 0	1 000 0	4 500 0
16		Upgrade Fine Arts Building	43	1,700.0	1,900.0	1,500.0
17		College of Western Idaho	45	00.475.0	00 475 0	00 475 0
18		New Academic Building/Nampa Campus	45	23,175.0	23,175.0	23,175.0
19		Nampa Campus Master Plan (Phase II)	46	210.0	210.0	210.0
20		North Idaho College				
21	1	Northern Idaho Collaborative Educ. Facility (see above)	29			
22 23		Total		\$ 84,385.0	\$ 182,793.5	\$ 69,064.2

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							Set	C												
				SIX	YEAR		TAL II	MPRO	VEME	NT PL	.AN									
					FY	2013	THRO		FY 20)18										
Institution: Boise State University							(\$ in 0	00's)												
			E,	Y2013	>		FY201	1		FY201	5		Y201	6		FY201	7		FY2018	,
	Est.	Prev.	<u> </u>	12013	2		<u>F1201</u>	*		<u>F1201</u>	<u>5</u>	<u> </u>	1201	0			<u>/</u>			<u> </u>
Project Title	Cost	Fund.	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Arts and Humanities Institute - Planning and Prelim. Design	1,800		1,800		1,800									_						
Former Business Building Renewal and Renovation	9,000		9,000		9,000									_						
Science & Research Building (2nd of 4 building science complex) Design and Construction	62,700		1,200		1,200	30,000	31,500	61,500						-						
Math/Geo Building Renovation	5,800			5,800										-						
	0,000			0,000	0,000									-						
Arts and Humanities Institute - Design and Construction	40,000					40,000		40,000						-						
Alumni Center (comprehensive campaign)	8,000						8,000	8,000						_						
Parking structure (1500 space @ 16,000)	24,000											24,000		24,000						
Health Sciences Building	30,500								30,500	0	30,500			_						
Administrative Services Building	23,000											1,000		1,000	22,000		22,000			
Bronco stadium expansion and improvements	28,000									28,000	28,000			0						
Science & Research Building (3rd of 4 building science complex)	70,600											600		600	35,000	35,000	70,000			
New student housing (900 beds @\$40,000)	36,000													_				36,000		36,00
	376,400	0	12,000	5,800	17,800	70,000	39,500	109,500	30,500	28,000	58,500	25,600	C	25,600	57,000	35,000	92,000	36,000	0	36,000
Other, not currently scheduled priorities																				
YFRP phase 2 (KBSU production) and site improvements	3,000																			
Special Events Center Upgrade	3,000																			
Science building Improvements for Research	6,000																			
Downtown Partnership Developments	not defined																			
Potential West of Capitol Partnership Development'	not defined																			
Demo facilities vacated by CWI (Applied and Mech Tech Bldgs)	2,200																			
Develop recreation fields and campus quad spaces	3,200																			
Construction Management building	2,500																			
BAHR - SECTION II	16,900																AB 4	Dan	0.7	



DPW FY 2013 Request

Capital Improvement Budget Request FY 2013

Location	Description	Budget	Priority	Running Total
College of Education	Remodel basement	1,300,000	1	1,300,000
Beckley Nursing	Asbestos mitigation, replace ceiling system and lights	1,100,000	2	2,400,000
ISU Meridian	Add Cadaver Room	1,500,000	3	3,900,000
Pocatello - various	Campus wide Internal Notification System	1,400,000	4	5,300,000
Oboler Library	Replace HVAC/duct work, ceiling, seismic compliance	6,000,000	5	11,300,000

Six Year Capital Improvement Budget Request

Description	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2017
	\$*	\$*	\$*	\$*	\$*	\$*
College of Education Remodel basement	1,300,000					
Beckley Nursing – Asbestos mitigation, replace ceiling system and lights	1,100,000					
ISU Meridian – Add Cadaver Room	1,500,000					
Campus wide Internal Notification System	1,400,000					
Oboler Library Replace HVAC/duct work, ceiling, seismic compliance	6,000,000					
Complete renovation ISU-Meridian, Phase 3		12,420,000				
Remodel LEL second floor for additional labs		1,050,000				
Campus housing renovations and remodeling		10,000,000				
New Museum of Natural History			22,444,000			
Engineering Research Complex Renovation, Phase 3			2,036,000			
Renovation/Addition of Life Sciences				40,885,920		
Reroute campus traffic					8,000,000	
Addition to Beckley Nursing						14,208,000
Addition to College of Engineering						12,000,000
Renovation of College of Business – front entry						1,300,000
	11,300,000	23,470,000	24,480,000	40,885,920	8,000,000	27,508,000

Note: * FF&E not included

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects) FY 2013 THROUGH FY 2018 (\$ in 000's)

Institution: University of Idaho

	Ι		1	FY 2013		FY 2014			FY 2015	>		FY 2016				FY 2017			FY 2018	3
	Est.	Prev.		[<u> </u>	1			Γ						[T
Project Title	Cost	Fund.	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
ESCO Energy Savings and Infrastructure Improvements	37,000	37,000	In Const.	as of 1 Ju	11	8. Selvid	di taba	1.900.009	alara Kanadari		1941	Marina			and the second					
ASUI Kibble Dome Life Safety	23,000	23,000	in Const.	as of 1 Ju	i 11							Section 1		a fari		i sand				
ASUI Kibble Seating Enhancements and Media/Event Ops Box	5,310	5,310	In Const.	as of 1 Ju	111		liyaniinii		i de George				all of g	er, Hogeler Gyneliaettaat	397		and the state	an a		4.1.1.1.1
Dan O'Brien Track and Field Complex Improvements	2,500	2,500	In Const	as of 1 Ju	11	and the		Service and the		6246748		ila ka di								
Northern Idaho Collaborative Education Facility	21,000	421	20,579		20,579				S. Com	120548					31. e		age de			
Science & New Technologies Laboratory / Interdisciplinary Research & Education Facility (Planning & Pre-Design) #	52,408	a	1,000		1,000	2,000	9,352	11,352	2,000	9,352	11,352	5,000	9,352	14,352	5,000	9,352	14,352			
Idaho Law Learning Center, Boise *	7,500	1,500	5,000	1,000	7,500							1911 - 191 1911 - 191								1
Administration Building HVAC System Improvements DPW 12-252 (FY2012 PBF A&R Category)	984	0	984	0	984															
Niccolls Building HVAC System Improvements DPW 12-253 (FY2012 PBF A&R Category)	766	0	766	0	766														[
Niccolls Building Renovations & Improvements #	1,300	0	0	1,300	1,300		1							[1
Idaho Nat'l Center for Livestock and Environmental Studies (INCLES)	35,000	O				0	35,000	35,000												
Wallace Residence Center Improvements	20,000	0		[*			<u> </u>	<u> </u>	Ó	20,000	20,000			<u> </u>					ļ	1
Brink / Phinney Renovations	25,000	0				.	1			t iii	· · · · · · · · · · · · · · · · · · ·	0	25,000	25,000			1		1	1
Research Infrastructure Improvements	20,000	0								<u></u>			·		. 0	20,000	20,000			1
Science & New Technologies Laboratory / Interdisciplinary Research & Education Facility, Phase 2	37,000	0										· · ·						0	37,000	37,00
VAC Build-out / Renovations (Kibbie Element IV) #	12,000	- 0	1						1										1	1
CLASS Suite Renovations, Admin Bldg #	500	0	·			in the second													· ·	1
Hartung Theatre Improvements #	2,500	0	<u> </u>	***											· · ·					1:
Journalism and Mass Media Lab Improvements, Admin Bldg #	250	0	1																1	1
Art & Architecture Interdisciplinary Studio Facility #	3,500	0								· · · ·							[
CBE Trading Room Expansion #	500	0																		
CALS Labs, Classroom & RE Improvements #	2,000	0				·							ļ							
CNR Building Improvements #	6,500	0								- ^{1,1} ,									ļ	\perp
College of Engineering Teaching and Research Lab Imp #	4,400	0																		
Coll. of Law Expansion & Improvements, Moscow & Boise #	7,000	0																		
Chemistry & Physics Lab Improvements #	2,000	0												1		L				1
Alumni Center #	13,300	0						[1
Library Learning Commons, Phase 1 #	1,000	0						·												1
Campus Improvements and Wayfinding #	3,200	0																		1
	160,650	69,731	28.329	2 300	32,129	1000	44,352	16 250	2 000	29.352	31,352	6 000	24.200	39,352	5 000	29.352	24 250		37,000	1 37.00
	100,050	69,731	28,329	2,300	32,129	2,000	44,352	<u>.</u>		· · ·	31,352 (Planning\(L		<u></u>				L		

* PBF Request is under auspices of Department of Administration

Project is a component of the current Capital Project Development Campaign. Project schedule is TBD and dependent upon fundraising success.



CAPITAL BUDGET REQUEST SIX-YEAR PLAN FY 2013 THROUGH FY 2018 **CAPITAL IMPROVEMENTS**

AGENCY: Lewis-Clark State College

PROJECT DESCRIPTION/LOCATION	FY 2013 \$	FY 2014 \$	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$
North Idaho Collaborative Education Facility*	[See UI]					
Upgrade Fine Arts Bldg	\$1,700,000					
Upgrade Administration Bldg		\$2,000,000				
Upgrade Spalding Hall			\$3,000,000			
Upgrade Sam Glenn Complex				\$2,000,000		
Replace International Programs Bldg Upgrade Talkington Hall					\$1,500,000	\$2,000,000
TOTAL	\$1,700,000	\$2,000,000	\$3,000,000	\$2,000,000	\$1,500,000	\$2,000,000

*Note: NICEF is a joint LCSC-UI-NIC request for a shared facility in Coeur D'Alene. The funding request (\$21M total cost) is included in the University of Idaho's PBF request, on behalf of all three institutions.

Agency Head Signature: _______

Date: ______ 6-29-11

DPW 9.0 4/11

BAHR - SECTION II

TAB 4 Page 10

CAPITAL BUDGET REQUEST SIX-YEAR PLAN FY 2013 THROUGH FY 2018 CAPITAL IMPROVEMENTS

AGENCY: EASTERN IDAHO TECHNICAL COLLEGE

PROJECT DESCRIPTION/LOCATION	FY 2013 \$	FY 2014 \$	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$
New construction - Energy System Technology Building			\$4.5 M			
Expanded Construction - Phase 2 of Health Care Education Building				\$5.5 M		
New Construction – Additional Parking Lot to Support Health Care Education Building				\$300 K		
TOTAL			\$4.5 M	\$5.8 M		

Agency Head Signature: _____

Date: _____

DPW 11.0 1/07

BAHR - SECTION II

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2013

Project Title:	Planning and Design for Arts & Humanities Institute Building Boise Campus			
Institution/Agency:	Boise State University			
Brief Description:	A new building for the Arts and Humanities Institute will support the vision and operations of this new organization, and will connect scholarly activity in the arts and humanities with the larger community. An effective plan for this building initially requires a variety of planning and programming activities. These include – various siting studies, programming, and conceptual design. These studies will form the basis for development of a design development documents sufficient to confirm an overall project budget.			
Project Scope:		39,500- 65,500 NASF 60,000-100,000 GSF		
Estimated Total Planning and Design Cost:		\$1,800,000		

Date Approved by State Board of Education: August 2010: Set A request

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source		Amount
Permanent Building Fund		\$1,800,000
	Previous Appropriations	
Fund Source		Amount
N/A		N/A
	Budget Year Request	
Fund Source		<u>Amount</u>
Permanent Building Fund		\$1,800,000

Boise State University – Set A FY2013 / AHI

Page 1

BAHR - SECTION II

TAB 4 Page 13

1. PROJECT DESCRIPTION AND JUSTIFICATION

The new Arts and Humanities Institute (AHI) building will likely be sited on the West edge of campus along Capitol Blvd. This siting is consistent with the 2005 Campus Master Plan. It is envisioned that, the AHI building, together with the new COBE building, will create a significant gateway to the campus.

A group of faculty members has developed the strategic plan and preliminary list of necessary and possible functions for AHI. In brief, the core mission of the IAH building will be to provide physical space for advancing academic research and creative activity in the arts and humanities and to cultivate appreciation of the same in the broader community. An outcome of the strategic planning exercise will be a determination as to what entities within the university will be brought together in this building so as to best facilitate research in the humanities and creative activity in the arts.

Funding is requested for the conceptual groundwork through design development for planning the new building, including (i) a comprehensive programming study that will determine the sizes and types of spaces that are needed to best support the arts and humanities and (ii) siting studies that will determine which spatial proximities and adjacencies would be the most strategically valuable and that will assess the technical feasibility of building at potential site locations, (iii) architectural plans through schematic and design development phases with associated cost estimating and project budget development.

The result of this planning effort will be a complete analysis and building program with design development documents, including estimates of construction costs for the project.

2. PROJECT COMPONENTS

The project will construct a new facility at the western edge of the campus. The facility will house the Arts and Humanities Institute. Preliminary planning activities have tentatively identified the following that will be supported by the AHI:

- Exploration: computer laboratories, conference rooms, and libraries for study and research; studio space for creative practices.
- Innovation: multiple-use spaces and laboratories containing new technologies will facilitate inventive and cross-disciplinary projects.
- Presentation: lecture hall, demonstration spaces, and workshop facilities for university faculty members and visiting scholars/artists to present their work.
- Exhibition: art and other museum spaces as permanent and rotating venues; archival space for research and project-related documents, books, and digital information.
- Performance: studios, rehearsal rooms, recital spaces as laboratories and showcases for new musical compositions, emerging choreography, staged readings, and performance art.

3. ALTERNATIVES

Major building efforts at Boise State are supporting the sciences, engineering, and most recently business and economics. Those efforts greatly facilitate scholarly activity in those fields and are an important way to focus community attention. By constructing a new structure for the arts and humanities, we will do the same: we will greatly facilitate research and creative activity in the arts and humanities and we will focus community attention. In addition, we will create a gateway to the university containing entities that are closely related to those of the nearby downtown.

It would be possible to renovate existing campus structures to house the IAH, however, to do so would not create the emphasis and focus that the campus seeks to bring to these important disciplines.

4. VACATED SPACES

In addition to providing up to date space for the uses described above, the new building would permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other departments. Because planning is in the early stages, the precise amount of space to be vacated is not defined.

OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2013

Project Title:	Planning, Design and Construction for Renovation and Repurposing of College of Business and Economics Building Boise Campus
Institution/Agency:	Boise State University
Brief Description:	The existing Business Building is nearly forty years old and the College of Business and Economics will move to newly constructed facilities by Fall of 2012, making a large portion of this facility available for other pressing campus needs. In order to effectively plan for these needs a variety of planning and programming activities are needed. These include – structural evaluation, systems renewal needs (HVAC, plumbing, electrical, IT etc), energy efficiency improvements, space programming to determine best highest use for reassignment, and modernization of classroom and office space. These studies will form the basis for development of a comprehensive re-use and renovation strategy.

Project Scope:

45,500 NASF 70,000 GSF

Amount

\$9,000,000

Estimated Total Cost: \$9,000,000

Date Approved by State Board of Education: August 2010 – Set A request for planning studies

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source

Permanent Building Fund

Boise State University – Set A FY2013 / Business Building

BAHR - SECTION II

Page 1

Previous Appro	<u>priations</u>
Fund Source	Amount
N/A	N/A
<u>Budget Year I</u> Fund Source	<u>Request</u> <u>Amount</u>
Permanent Building Fund	\$9,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The Business Building is centrally located on the main quad of the Boise campus. While the facility needs significant renovation and renewal of systems, its central location make it a particularly important asset for the campus. A variety of reuse scenarios have been considered including consolidation of the College of SSPA or improvement of the existing facility for additional general assignment classrooms and faculty office space. These uses are consistent with the 2005 Campus Master Plan.

In order to effectively evaluate and plan for this reuse, detailed studies will need to be undertaken. These studies will include the space program evaluation to develop the most strategically valuable space reassignment strategy. Technical studies evaluating the buildings structure, especially as it relates to current code requirements and other structural improvements, are also needed. Preliminary evaluation of building systems has been completed and a significant portion of the requested funding will support the renewal of the mechanical systems.

In addition, modern high quality classroom and office uses require access to daylight; it is anticipated that needed building shell improvements including the addition of glazing will be a major cost component.

Completion of these studies and detailed design will allow realistic renovation scenarios and associated estimates for the project to be developed. It is anticipated that, if necessary, major portions of the work could be implemented in a phased construction approach.

2. PROJECT COMPONENTS

The project will renovate for the aging facility for modern classroom and office use. The renovated building will support graduate and undergraduate academic programs in a variety of disciplines, and promote interdisciplinary research.

3. ALTERNATIVES

Boise State University – Set A FY2013 / Business Building

BAHR - SECTION II

Renovation is the primary approach for the building. A range of project scopes can be developed in the study phase to determine the most cost effective approach. The building was recently surveyed as part of a campus-wide facility assessment; approximately \$6 million of building renewal needs were identified. This cost would preserve the building in its current outmoded condition; additional expenditures will be needed to make the facility useful for current instructional purposes.

4. VACATED SPACES

The reassignment of the space in this building would permit departments to vacate some space currently occupied in other campus buildings. These vacated spaces would be made available to meet other critical classroom and faculty office space needs of the other growing departments such as English, History, Education and others. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of these departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts education and research.

OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2013

Project Title:	Planning and Design for Science Research Building Boise Campus
Institution/Agency:	Boise State University
Brief Description:	Boise State University's Master Plan outlines the growth in the Southeast expansion area of science and engineering facilities supporting the Strategic Plan. The requested funds will pay for preliminary planning and design of the second of four new science buildings currently envisioned. Intermediate level planning to insure the coordination of this building with the final build out of the science and engineering area will also be incorporated.

Project Scope:

60,000 NASF 100,000 GSF

Estimated Total Cost: \$62,000,000

Date Approved by State Board of Education: August 2008 – Set A Request

Source of Construction Funds (by fund source and amount):

Total Project Cost

Previous Appropriations

Fund Source		<u>Amount</u>
N/A		N/A
Fund Source	Budget Year Request	Amount
Permanent Building Fund		\$1,200,000

Boise State University – Set A FY2013 / Science Research Building

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second of a new four-building science and engineering complex in the southeast expansion zone. The first of these projects, Environmental Research building, was recently completed.

Consistent with the 2005 Campus Master Plan, the new science research building will be part of a science and engineering complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Current thinking is that this second new building will focus on biomolecular science. Portions of the following existing departments will be included: Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. Collaborative areas of research will include molecular biology, biochemistry, biophysics, biomaterials and bioinformatics. Boise State's new PhD in Biomolecular Science will be centered in this building. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help insure that decisions regarding the particular building design will support the holistic vision put forth in the Master Plan of an integrated science and engineering complex.

2. PROJECT COMPONENTS

This proposed facility blends academic and research units from Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. The new building will support graduate and undergraduate academic programs in these disciplines, and promote interdisciplinary research. Program elements for this project include core research facilities such as vivarium functions, protein sequence analysis, teaching and research laboratories, faculty offices, offices for lab technicians, administrative and staff offices, and office space for graduate students.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms and offices, but the use of these temporary structures are expensive and only meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulars would not be cost effective nor would it meet academic and research needs.

4. VACATED SPACES

In addition to providing up-to-date laboratory, classroom, and office space for several academic departments, this project would permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other growing departments such as English, History, Education and others. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of these departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts education and research.

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CAPITAL BUDGET REQUEST FY 2013 CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Remodel basement of College of Education

CONTACT PERSON: Joseph Han

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

Remodel basement of College of Education converting television studio office, workshops, and technical labs to accommodate academic program growth requiring additional offices and classrooms.

What is the existing program and how will it be improved?

Faculty and staff are sharing limited and substandard space. Additional classrooms are needed to accommodate College of Education classes and campus wide need for larger classrooms.

What will be the impact on your operating budget?

This project does not add square feet of functional space and will have slight additions to the operational maintenance and custodial budget.

What are the consequences if this project is not funded?

Faculty and staff will continue to occupy a substandard environment. College of Education classes will continue to be scattered around campus to accommodate shortage of classrooms. Program growth will be limited by inadequate quality and quantity of space.

ESTIMATED BUDGET: Land A/E fees Construction 5% Contingency F F & E Other	\$ \$ \$ \$ \$	100,000 1,125,000 70,000 0	FUNDING: PBF General Account Agency Funds Federal Funds Other	\$ 1,300,000 \$ \$ \$ \$ \$ \$
Total	ֆ \$	1,300,000	Total	\$ \$ 1,300,000

Agency Head Signature: _____

Date:

CAPITAL BUDGET REQUEST FY 2013 CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Beckley Nursing Asbestos Mitigation

CONTACT PERSON: Joseph Han

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

This project will mitigate the asbestos in the building, with emphasis on the open plenum supply design ceiling system. The work will require asbestos mitigation and the replacement of flooring, ceilings, and other materials removed or impacted by asbestos abatement. This project will also provide for renovation of office and classroom spaces within Beckley Nursing.

What is the existing program and how will it be improved?

Health and safety of building occupants and maintenance personnel. Even simple tasks of replacing ceiling tiles or replacing light bulbs can pose risks to staff.

What will be the impact on your operating budget?

This project does not add square feet of functional space but will require agency to provide funding for temporaries moves to accommodate the mitigating and related construction work.

What are the consequences if this project is not funded?

At this time, any maintenance work on lighting or ceiling panels required asbestos monitoring, which adds labor costs and delays in service response time. Additionally, some tasks are impossible to complete within the ceiling plenum. Finally, should there be some significant roof repairs, the building may need to be evacuated. If the required roof work takes place during the academic year, the disruptions to classes and labs would be intolerable.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,100,000
A/E fees	\$ 40,000	General Account	\$
Construction	\$ 1,000,000	Agency Funds	\$
5% Contingency	\$ 60,000	Federal Funds	\$
FF&E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 1,100,000	Total	\$ 1,100,000

Agency Head Signature: _____

Date:

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Develop Cadaver Lab at ISU-Meridian Facility

CONTACT PERSON: Joseph Han

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

Idaho State University proposes to develop a Gross Anatomy Laboratory (Cadaver Lab) at our Meridian facility.

What is the existing program and how will it be improved?

Gross anatomy is a foundational science required of the majority of our health-related professional programs. A laboratory equipped with a sufficient supply of cadaver's to support graduate level instruction and research in gross anatomy for our current programs (Physician Assistant Studies) and our programs planned for the future (Physical Therapy and Dentistry). This facility is critical to maintain equity between our Pocatello and Meridian programs. Students in Pocatello have access to a cadaver facility; Meridian students do not. No other cadaver facility exists in the Treasure Valley that is adequate to meet our program needs.

What will be the impact on your operating budget?

No staffing is involved. Space for the lab is available in our Meridian facility. Increase in functional space will require additional operating costs as well as occupancy costs.

What are the consequences if this project is not funded?

Our Meridian-based students do not have access to the same graduate level gross anatomy instruction as our Pocatello students. Our accreditation standards require that we offer comparable instruction irrespective of the location of the students.

ESTIMATED BUDGET:	¢		FUNDING:	¢ 1 500 000
Land	\$		PBF	\$ 1,500,000
A/E fees	\$	90,000	General Account	\$
Construction	\$	1,320,000	Agency Funds	\$
5% Contingency	\$	90,000	Federal Funds	\$
FF&E	\$	0	Other	\$
Other	\$			\$
Total	\$	1,500,000	Total	\$ 1,500,000

Agency Head Signature: _____

Date:

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Interior Notification System, Phase 4

CONTACT PERSON: Joseph Han

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

This project completes the interior notification systems for 37 remaining buildings.

What is the existing program and how will it be improved?

Currently the 37 building are without an internal emergency notification system. In case of an emergency, occupants may not receive timely instructions.

What will be the impact on your operating budget?

Increase in costs to maintain and service the installed system, plus costs associated with routine tests and future replacement costs.

What are the consequences if this project is not funded?

In case of an emergency, occupants may not receive timely instructions.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,400,000
A/E fees	\$ 80,000	General Account	\$
Construction	\$ 1,280,000	Agency Funds	\$
5% Contingency	\$ 40,000	Federal Funds	\$
FF&E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 1,400,000	Total	\$ 1,400,000

Agency Head Signature: _____

Date:

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Eli Oboler Library

CONTACT PERSON: Steven Fuger TELEPHONE: 208-282-4002

PROJECT JUSTIFICATION:

Concisely describe what the project is. This project will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also address all seismic needs within the ceiling system and book stacks throughout the Library.

What is the existing program and how will it be improved?

The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

What will be the impact on your operating budget?

The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork will no longer need to occur.

What are the consequences if this project is not funded?

Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

Land \$ A/E fees \$ 720,000 Construction \$ 5,016,000 5% Contingency \$ 264,000 F F & E \$ 0 Other \$ \$	FUNDING:\$6,000,000PBF\$6,000,000General Account\$Agency Funds\$Federal Funds\$Other\$\$\$Total\$
--	---

Agency Head Signature: _____

Date: _____

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Institution/Agency: North Idaho College, Lewis Clark State College, University of Idaho

Brief Description:

North Idaho College, Lewis Clark State College, and the University of Idaho envision the creation of an education corridor in Coeur d'Alene stretching along the banks of the Spokane River and adjacent to North Idaho College. Higher Education programmatic growth in the Coeur d'Alene area will be concentrated in this education corridor. Additional facilities and resources are needed to service the growing population and the corresponding demand for access to higher education programs and content. The collaboration potential afforded by co-location of three institutions of higher education in this proposed facility will provide increased access and higher education opportunities for students of all levels in the area.

Project Scope:	NASF	GSF
Building size: Site and utility infrastructure Furnishings, Fixtures and Equipment All project fees and related expenses	~60,000	~80,000

Estimated Total Cost:

\$21,000,000

Date Approved by State Board of Education:

First request, July 2006 (*Note: As the Northern Idaho Classroom and Office Facility*) Second request, July 2007 Third request, July 2008 Fourth request, July 2009 Fifth request, July 2010 Sixth Request, July 2011 Northern Idaho Collaborative Education Facility University of Idaho, North Idaho College, Lewis Clark State College

Source of Construction Funds (by fund source and amount):

Total Project Cost			
Fund Source			<u>Amount</u>
Permanent Building Fund		\$21,	,000,000
	Total:	\$21	,000,000
Previous Appropriation	c		
Fund Source	<u> </u>	'n	<u>Amount</u>
Permanent Building Fund (FY 09)		\$	420,800
Budget Year Request			
Fund Source			<u>Amount</u>
Permanent Building Fund		\$20	,579,200

1. PROJECT DESCRIPTION AND JUSTIFICATION

North Idaho College, Lewis Clark State College, and the University of Idaho propose a collaborative facility housing units of each institution to be located on property owned by the North Idaho College Foundation and leased to North Idaho College. Such a collaborative facility will allow North Idaho College, Lewis Clark State College, and the University of Idaho to consolidate programs located in various facilities at one location and better serve the citizens of the area, each institution in accordance with the corresponding role and mission statements. The proximity of this location to North Idaho College is of an advantage as it provides the ability and opportunity to leverage the existing facilities of North Idaho College and to develop collaborative joint programs with North Idaho College faculty and staff.

2. PROJECT COMPONENTS

This facility will be approximately 80,000 square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The preliminary cost estimate for the building is \$21,000,000. The State provided \$420,800 in FY09 funding to the University of Idaho to support initial programming and pre-design work. The initial programming and pre-design phase is currently in progress.

Work products from this pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate. The remainder of the state funding for the project is requested at this time, to support completion of the design, and the subsequent construction of the facility.

The facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as

'n,

well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.

3. VACATED SPACE

It is anticipated that the space at Harbor Center currently occupied by the higher education institutions will be vacated upon completion of the proposed facility. North Idaho College and Lewis Clark State College also expect to vacate a number of temporary modular facilities once the new facility is completed.

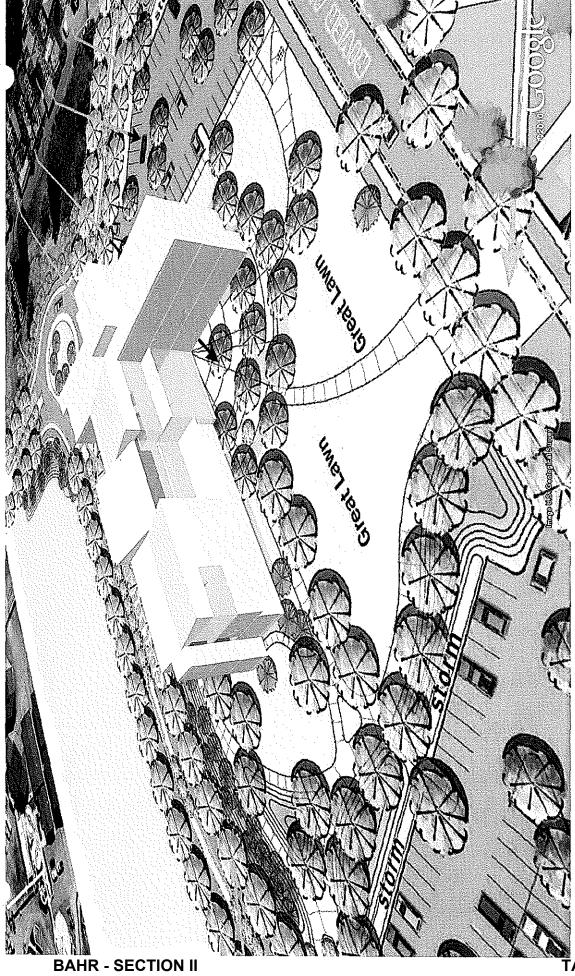
SET A PROJECT APPROVAL FORM								
Project Title: Northern Idaho Collaborative Education Facility	CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY Building Statistics: GS	ECT COST AND BI	D FUNDING SOUI Building Statistics:		ικγ NASF: GSF: Net to Gross	~60,000 ~80,000 75%		
	Estimated Total Cost	Prior to Budget Vear	1st Year FV13	2nd Year FV14	3rd Year FV15	4th Year FY16	5th Year FY17	6th Year FY18
PDC/IECT CIMMADV.		50	-	-				
PROJECT SUMMART: A. Arch. & Engr. (Project Planning & Pre-Design)	420,800	420,800	0					
Schematic Design	270,000		270,000					
Design Development	360,000		360,000					
Construction Documents*	720,000		720,000					
	450,000		450,000					
B, Asbestos Abatement Arch/Eng/Hygienist Fees	000 016		340 200					
C. Lests, Permits Supportation Produce Enco	319,200		2 140 200					
	2,040,000	440,000	7, 1 13, 200			>	>	>
D. Moving, Administration E. Ashestos Abatement	00							÷
	14.800,000		14,800,000					
G. Furnishings/Moveable Equipment	1,750,000	·	1,750,000					
	1,910,000		1,910,000					
TOTAL PROJECT REQUEST	21,000,000	420,800	20,579,200		0			
SOURCE OF FUNDS:								
Permanent Building Fund	21,000,000	420,800	20,579,200					
General Education								
Federal								
Bond Sale								
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue								
		120 800	30 570 200			C	C	0
101AL	21,000,000	440,000	ZU, JI 3, ZUU				·	
Utilities	TBD							
Custodial	TBD							
Repairs & Maintenance	TBD							
PROPOSED SOURCE OF OPERATING FUNDS (if more than one source, please show relative percentages.)	un one source, plea	ase show relativ	/e percentages.)	(General Education,	'n,		
* Includes Reimbursable Expenses								
*** Preliminary Estimate								

BAHR - SECTION II

TAB 4 Page 32

01 Northern Idaho Collaborative Education Facility 13 MC Request Budget

July 2011



View of Proposed Idaho Collaborative Education Facility

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Science and New Technologies / Interdisciplinary Research & Education Facility (Planning/Pre-Design)

Institution/Agency: University of Idaho

Brief Description:

The Science and New Technologies / Interdisciplinary Research & Education Facility project involves construction of a new laboratory facility providing modern, well-equipped spaces supporting a broad range of undergraduate and graduate instructional and research programs in selected scientific and technical disciplines at the university.

Previous iterations of the University's request for this project envisioned a larger facility of approximately 100,000 to 115,000 GSF. In 2009, the university revisited the project and revised the project vision downward towards a smaller, more efficient facility that still accomplishes the goals and aspirations of the overall effort. This year's FY 12 request reflects the fact that the University is pursuing this new, more efficient vision for the desired Science and New Technologies / Interdisciplinary Research & Education Facility

As before, the facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time.

Project Scope:	NASF	GSF
Building size: Site and Utility infrastructure All project fees and related expenses Fixed Research Equipment NIC Movable Furnishings, Fixtures and Equipn	45,000-50,000 nent NIC	70,000-80,000

Estimated Total Cost:

\$52,408,500 (2011 Dollars)

Date Approved by State Board of Education:

First request, July 1999

Eleventh Request, July 2009, *first request for the revised and newly envisioned facility*. Twelfth Request, July 2010 Thirteenth Request, July 2011

02 Science and New Technologies Laboratory 13 MC Request

Source of Construction Funds (by fund source and amount):

<u>Total Project Cost</u>	
Fund Source	Amount
Permanent Building Fund Other Funding (inc Bond Financing & Gifts) Total (2011 Dollars)	\$15,000,000 <u>\$37,408,500</u> \$52,408,500
Previous Appropriations	
Fund Source	Amount
Fed FY05 Federal Funding The University received a federal FY 05 grant that allowed for an initial assessment and Feasibility Study. This preliminary feasibility work is not included in the amounts listed above.	\$892,500
Budget Year Request	
Fund Source	Amount
Permanent Building Fund	\$1,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The University sought, and received, a federal FY 05 grant to allow the university to conduct an initial, predesign Technical Analysis and Feasibility Study for this project effort. In the fall of 2006, the University selected NBBJ architects to assist the university and to conduct that analysis and study via a Request for Qualifications process. An initial report was finalized and prepared in the Spring of 2008, and this report served as the basis for the July 2008 request.

Subsequently, Dr. John McIver joined the University as the Vice President for Research, bringing a fresh, new vision for the University's research efforts. Under Dr. McIver's leadership, the University has reexamined the underlying assumptions that support the desires and aspirations proposed Science and New Technologies / Interdisciplinary Research & Education Facility. While the need for the proposed facility was confirmed, a slightly smaller more efficient vision of the facility emerged. Hence this request for a facility that is approximately 25% smaller and approximately 33% less in terms of project cost than previous requests.

02 Science and New Technologies Laboratory 13 MC Request

In support of both the initial assessment and this year's revised work, the University and the consultant conducted an exhaustive and detailed process that included an audit and assessment of existing science and research facilities, an audit and assessment of building level and campus level infrastructure systems to determine the capacity to support the desired program of research, site selection, programmatic analysis, research team composition and optimization, desired levels of occupancy in the proposed structure, etc. NBBJ delivered their revised, final report and recommendations for the new vision of the project in early May 2009. This request captures the recommendations and results of the revised Technical Analysis and Feasibility Study.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and scientific personnel and programs. Specific facility features and attributes have been preliminarily identified in the Technical Analysis and Feasibility Study, and will be further detailed during the planning and design phases.

2. PROJECT COMPONENTS

The majority of the project complex will consist of research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). It is anticipated that the size of the building will be approximately 70,000 – 80,000 GSF. Purchase of major fixed research equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems is not yet currently included in the project, as these items as are yet to be identified. Movable and portable furnishings and fixtures are not included in the current costs estimates.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The University rejected this alternative.

Alternative 2: Renovate Existing Laboratory & Research Spaces in Existing Buildings as Necessary to Accomplish the programmatic Goals for Interdisciplinary Research

As noted above a Technical Analysis and Feasibility Study was conducted by the University and its consultant, NBBJ Architects in 2008 and revisited and revised in 2009. This effort included an exhaustive assessment and audit of the existing research facilities, spaces, and building level infrastructure systems on campus. The summary conclusion of this effort is that the existing facilities and spaces are not equipped or suitable in their current state to facilitate the

02 Science and New Technologies Laboratory 13 MC Request

BAHR - SECTION II

July 2011

sorts of interdisciplinary programs envisioned and needed. Further the renovation costs to bring these facilities up to the standards necessary would far exceed the cost of a new build. And further still, such dispersed renovations would not produce the desired synergies and interdisciplinary relationships set out as the major programmatic goals and vision for the project effort. The University has therefore rejected this alternative based upon the results of the Technical Analysis and Feasibility Study.

Alternative 3: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between undergraduate and graduate students, and researchers. The University rejected this alternative.

Alternative 4: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. The recently completed Technical Analysis and Feasibility Study verifies this alternative as the most viable alternative conducive to the goals and vision for the effort, and as the most efficient and least costly alternative. This is the University's preferred alternative.

4. VACATED SPACE

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

02 Science and New Technologies Laboratory 13 MC Request

July 2011

TAB 4 Page 38

SET A PROJECT APPROVAL FORM

1

5	1 / Ն	
	ew Technologies Laboratory	Education Facility
	Science and Nev	ary Research &
	Project Title:	Interdisciplinary

	CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY	UMMARY	
ct Title: Science and New Technologies Laboratory /	Building Statistics:	NASF:	~ 45,000 - 50,000
lisciplinary Research & Education Facility		GSF:	~ 70,000 - 80,000
-		Net to Gross	65% +/-

		Estimated Total Cost	Prior to Budget Year	Budget Year - FY13	2nd Year FY14	3rd Year FY15	4th Year FY16	5th Year FY17	6th Year FY18
PROJECT SUMMARY: A. Arch. & Engr. (Projec PreDesign Technical (Prior work not included Planning & Design Schematic Desig Design Develop Construction Do Construction Su B. Asbestos Abatement C. Tests. Permits	ECT SUMMARY: Arch. & Engr. (Project Planning & Pre-Design) PreDesign Technical Analysis & Feasibility Study (Prior work not included in costs below.) Planning & Design Schematic Design Design Development Construction Documents Construction Supervision Asbestos Abatement Arch/Eng/Hygienist Fees Tests. Permits	5,768,000 inc. above inc. above inc. above inc. above inc. above 500,000	892,500	1,000,000			* ;		
N Z X U X I U K	SUBTOTAL ARCH. & ENGR. Moving, Administration, Demolition, Project Costs Asbestos Abatement Construction Estimated Bid Cost, May 2009 Est. (Escalated 3% per annum for FY 2013 Request) Construction Contingency Furnishings/Moveable Equipment Contingency (Project) Includes Escalation Allowance for out years.	6,268,000 1,250,000 inc. above 34,722,203 3,418,297 250,000 6,500,000	892,500	1,000,000	0	0	o	0	0
TOTAL PRC	TOTAL PROJECT REQUEST	52,408,500	892,500	1,000,000	TBD	TBD	TBD	18D	TBD
SOURCE OF FUNDS: Permanent Building General Education Federal Bond Sale Bond Reserve Parking Funds Housing/Food Serv Other Funds, inclu	CE OF FUNDS: Permanent Building Fund General Education Bond Sale Bond Reserve Parking Funds Housing/Food Service Revenue Other Funds. including Gifts (UI Funds)	15,000,000 25,000,000 12,408,500	892,500	5,000,000	ТВD	TBD	TBD	TBD	TBD
TOTAL		52,408,500	892,500	5,000,000	0	0	0	0	0
Utilities Custodial Repairs & Maintenance PROPOSED SOURCE OF OPI	Utilities Custodial Repairs & Maintenance PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)	TBD TBD TBD TBD one source, ple	ase show relat	ive percentages		General Education		TBD TBD TBD	18D 18D 18D

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

All Costs based upon revised Technical Analysis and Feasibility Study, NBBJ & UI, May 2009
** Source of Funds per UI Capital Projects Plan, April 2008

02 Science & New Technologies Laboaratory 13 MC Request Budget



View Looking Northwest From Line Street Pedestrian Mall

02 Science and New Technologies Laboratory 13 MC Request



View Looking Southeast From Academic Mall

02 Science and New Technologies Laboratory 13 MC Request

BAHR - SECTION II

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AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Upgrade Fine Arts Building

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is. This project involves remodeling/upgrade of the Fine Arts Building (1909 vintage structure, originally used as a dormitory, later sciences, then fine arts, and now multi-purpose) to survey/abate asbestos, upgrade electrical systems; install HVAC; replace windows, plumbing, and lighting; and reconfigure antiquated rooms for use as classrooms, labs, and office space. \$200,000 in Agency Funds (raised by LCSC Business Division) will supplement PBF dollars for this project. [Note: \$200,000 from FY2012 PBF is being used to begin design work for this project.]
- (B) What is the existing program and how will it be improved? The proposed project would complement PBF improvements carried out in 2004 which provided an ADAcompliant elevator and restrooms for the Fine Arts Building. Classrooms and offices in this facility are currently utilized only on a temporary, last-resort basis, due to the lack of climate control and decrepitude of rooms—this is the least useable instructional space on LCSC's Lewiston campus. This project would enable the building (11,000 square feet) to be used for daily delivery of LCSC instructional programs for Business courses and other disciplines.
- (C) What will be the impact on your operating budget? Upgrade of this facility would increase energy efficiency and avoid the need for new construction to house the programs which will be accommodated in the improved building.
- (D) What are the consequences if this project is not funded? The existing facility would continue to be underutilized, due to lack of climate control, modern lighting/electrics, and room configurations.

DPW 3.0 4/11

BAHR - SECTION II

ESTIMATE	ED BUDGET:	FUNDING:	
Land	\$0	PBF FY2012	\$200,000
A/E fees	\$95,000	PBF FY2013	\$1,500,000
Constructio	on \$1,610,000	General Account	\$0
5% Conting	gency \$95,000	Agency Funds	\$200,000
FF&E	\$100,000	Federal Funds	\$0
Other	\$0	Other	\$0
Total	\$1,900,000	Total	\$1,900,000

Agency Head Signature: Chet Herbst Date: 6-29-11

DPW 4.0 4/11

BAHR - SECTION II

(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho (CWI) AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: New Academic Building/Nampa campus

CONTACT PERSON: Craig Brown, Assist Vice President TELEPHONE: 208-562-3412

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

New 100,000 square foot academic classroom building at the Nampa campus. Will include; student services & resource center, library, bookstore, cafeteria, virtual campus technology center including classrooms as well as faculty and administrative office space. Will include faculty office space.

(B) What is the existing program and how will it be improved?

Currently, CWI has one building on the Nampa campus, which includes classroom, administrative, faculty office, library, student services and bookstore functions. The college needs a major classroom and laboratory building to effectively serve our growing student body.

(C) What will be the impact on your operating budget?

Impact will be additional utility, custodial and maintenance costs. CWI will request Occupancy Costs through the FY 2013 State Board of Education and Governor/Legislative process, but will probably have to rely upon tuition revenue to maintain the property.

(D) What are the consequences if this project is not funded?

CWI is experiencing a tremendous growth in students and desperately needs additional classroom space. The college is underfunded by the state compared to the other two community colleges and is unable to issue bonds or identify other revenue for constructing new classroom space.

ESTIMATED BUD	GET:		FUNDING:	
Land	\$	0	PBF	\$ 23,175,000
A/E fees		1,850,000	General Account	
Construction		18,500,000	Agency Funds	
5% Contingency		925,000	Federal Funds	
FF&E		\$ 1,900,000	Other	
Other				
Total	\$	23,175,000	Total	\$ 23,175,000

Agency Head Signature: _____

Date: June 29, 2011

(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho (CWI) AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Nampa Campus Master Plan (Phase II)

CONTACT PERSON: Craig Brown, Assist. Vice President TELEPHONE: 208-562-3412

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project is the second of two phases which will provide the development plan for the 100acre Nampa campus. Phase I has been completed; Phase II will be completed after development begins.

(B) What is the existing program and how will it be improved?

Phase II will complement Phase I by completing the work begun with Phase I, and after the first round of building has started. At that time CWI will know what additional master planning activity is needed.

(C) What will be the impact on your operating budget? If funded through the PBFAC process, there should be minimal, if any, impact upon the CWI operating budget.

(D) What are the consequences if this project is not funded?

Not being able to complete the overall campus master planning process might result in uncoordinated land use/building placement on the Nampa Campus.

ESTIMATED BUD Land A/E fees	GET: \$	200,000	FUNDING: PBF General Account	\$ 210,000
Construction 5% Contingency F F & E		10,000	Agency Funds Federal Funds Other	
Other Total	\$	210,000	Total	\$ 210,000

Agency Head Signature: _____

Date: June 29, 2011

BOISE STATE UNIVERSITY

SUBJECT

Construction of Dona Larsen Park Facilities

REFERENCE

April 2007	Board approved East Junior High Purchase Agreement							
June 2007	Board approved East Junior High land swap, joint use agreement and master plan illustration							
August 2009	Board approved East Junior High Demolition							
December 2010	Board approved commencement of formal planning of Bronco Stadium Expansion Projects (including the Phase I relocation of Track and Field to Dona Larsen Park)							
February 2011	Board approved proceeding with preliminary design of Phase I							

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I and V.N

BACKGROUND/DISCUSSION

In February 2011 the State Board of Education authorized Boise State University to proceed with design of Phase I of the Bronco Stadium Expansion Project. Phase I of the project includes the relocation of track and field to Dona Larsen Park and the design of the football complex. This request is for approval to proceed with construction of facilities and improvements at Dona Larsen Park. The University will return to the Board with a separate request for approval to construct the football complex at a later date.

Following standard Division of Public Works (DPW) processes, the University has retained McAlvain Construction (with Hummel Architects) as the designbuilder for the Dona Larsen Park improvements. McAlvain has completed design documents and updated costs estimates. The final design includes:

- Eight lane running track
- Areas for jumping and throwing events
- Synthetic turf football field
- Support systems including audio and lighting
- Approximately 5,200 bleacher seats
- Track and field press box
- Shared support facilities including restrooms, locker rooms, concession stands, ticket booths, storage facilities and on-site parking for 65-75 vehicles.

In addition, McAlvain has undertaken the design of softball facilities at Dona Larsen Park. If sufficient funds remain to construct softball facilities in concert with the track and field facilities, this work will be undertaken as well.

IMPACT

Based on design documents, construction costs for these improvements are estimated at \$5,564,000. With additional project costs associated with DPW, University expenses, other soft costs and contingencies, the total project budget is \$6 million, as seen in Attachment 1. This budget includes the design fees associated with this project and approved by the Board in February 2011. The source of funds for construction is \$6 million in cash received from private gifts.

Multiple contracts may be awarded and the University will proceed with the purchase and installation of furniture, fixtures and equipment if budget authorization is sufficient under the approved action of this agenda item.

ATTACHMENTS

Attachment 1 - Project Budget	Page 3
Attachment 2 - Capital Projects Tracking Form	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

This is a request by BSU to proceed with construction of Phase I of its Bronco Stadium Expansion Project to include track, field and stadium facilities at Dona Larsen Park. Total project costs are estimated at \$5.6M. BSU has \$6M cash in hand from private gifts for the project.

Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to construct facilities and improvements for Dona Larsen Park for an amount not to exceed \$6 million.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Architectural & Engineering Services Project Budget

Project Number:	DPW11-205						
Project Title:	Dona Larsen Park						
Date:	7/7/2011						

Category	Budget
Architectural Fees	See Note 1
Commissioning, Testing, Plan Check, Etc.	20,200
Construction Costs	5,564,000
Construction Contingency	149,100
Subtotal	5,733,300

University Costs	183,333
Project Contingency	83,367

Total Project \$

6,000,000

Note 1

Due to design/build delivery method for this project Architectural Fees are within the construction contract costs of \$5,564,000. Design fees are estimated at \$210,000 for this portion of the project.

Office of the Idaho State Board of Education Capital Project Tracking Sheet

Jul-11

History Narrative

	• •		se State U struction of					oject:	Do	ona Larsen P	Park						
								and field eve maximum au				ilities					
6					Sour	ces	of F	unds						Use of	Fu	nds	
7										Total			Us	e of Funds			Total
8		_	PBF		ISBA			Other *		Sources	F	Planning		Const		Other	 Uses
9 1 10 11 12 13 14 15 16 17 18 19 20 21	nitial Cost of Project	\$	-	\$		-	\$	6,000,000	\$	6,000,000		See Note 1	\$	5,733,300	\$	266,700	\$ 6,000,000
22 T	otal Project Costs	\$	-	\$		-	\$	6,000,000	\$	6,000,000	\$	-	\$	5,733,300	\$	266,700	\$ 6,000,000
	lote 1: Due to design/build delivery met	hod pl	anning fees a	re withi	n the constr	ruction	cont	ract amount of \$5	,733,	,300, planning fee	s esti	mated at \$210,000		•		•	•
24												of Funds					
25							In	stitutional		Student				Total		Total	
H	listory of Funding:		PBF		ISBA			Funds		Revenue		Other		Other		Funding	
26 27 28		\$	-	\$		-	\$	-			\$	6,000,000	\$	6,000,000	\$ \$	6,000,000 -	
29 30	Total	\$	-	\$		-	\$	-	\$	-	\$	6,000,000	\$	6,000,000	\$	- 6,000,000	

BOISE STATE UNIVERSITY

SUBJECT

Enterprise System Roadmap Project Manager

REFERENCE

April 2011	Information	item on	Enterprise	System Roadmap
	Implementa	tion Progr	ram	
April 2011	Board ap	proved	request to	replace/upgrade
	PeopleSoft	ERP syste	em infrastruct	ture

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION

Enterprise systems are the administrative and academic systems of record for Boise State University (BSU). These systems include student records, finance, research, learning management, HR, and other systems that enable the University to operate as a major metropolitan university.

The University has developed a roadmap to not only transition to a more sustainable and maintainable system state, but more importantly to gain more value and effectiveness from its enterprise systems, focus on core objectives, and to adopt best practices for enterprise system operation and development.

The following projects and initiatives are critical elements to the University's success with the Enterprise System Roadmap Program: finance, HR/Payroll and student services system upgrades; implementation of a research administration system to support the University's research growth; data warehouse and business intelligence system expansion; identity management and security improvements; improvements and expansion of document management; technical infrastructure upgrades/replacements; web-enabled and service-oriented architecture development; evaluation and implementation of operational and organizational best practices for both technology and functional processes, and the creation of institutional polices, practices, and governance necessary to advance, sustain, and support enterprise systems.

The size and scope of this project makes it necessary to supplement internal staff with external expertise. Boise State University has issued multiple requests for proposals for various components of the project using the best value procurement methodology. This request pertains to a contract for overall IT project management.

IMPACT

The University issued a request for proposals for a project manager, strategy and technical lead to assist with all Enterprise Systems Roadmap projects/programs and to oversee planning, project management, framework, communication, strategy and technical direction for various components of the roadmap. Huron Consulting, an industry leader in this field, was identified as the best value vendor and will provide this service at a cost not to exceed \$1.2 million. The proposed agreement is provided as Attachment 1.

ATTACHMENTS

Attachment 1 – Proposed Agreement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the Board's April 2011 meeting, BSU brought an information item putting the Board on notice that it would be requesting Board approval for various enterprise system project-related expenditures at future Board meetings. This agenda item is the second such request for the Board's consideration. (Also at the April 2011 meeting the Board approved a request to proceed with replacement/upgrade of the PeopleSoft ERP system infrastructure.) This request is for approval for BSU to engage an IT Manager, Strategy and Technical Lead consultant for its Enterprise Systems Roadmap Program ("Program"). The term of the engagement would be approximately 28 months.

Staff comments in April were that where applicable BSU should ensure that each phase of this project supports, or at a minimum does not conflict with, the Board's ongoing work towards development of the postsecondary piece of a statewide longitudinal data system. This recommendation still stands.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to approve the Services Agreement, as submitted to the Board as Attachment 1, with Huron Consulting for Enterprise System Roadmap project management services for a total cost not to exceed \$1.2 million, and to authorize the Vice President for Finance and Administration to execute the Services Agreement on behalf of the Board.

Moved by	Seconded by	/ Carried Ye	es No
----------	-------------	--------------	-------

SERVICES AGREEMENT FOR IT PROJECT MANAGER, STRATEGY AND TECHNICAL LEAD FOR THE ENTERPRISE SYSTEMS ROADMAP PROGRAM BETWEEN BOISE STATE UNIVERSITY AND HURON CONSULTING SERVICES, LLC

THIS AGREEMENT for services provided to Boise State University ("University") by Huron Consulting Services, LLC ("Huron") includes the following documents, which are attached hereto and incorporated by reference herein:

- 1. Purchase Order
- 2. Request for Proposal
- 3. Huron's Response to the Request for Proposal
- 4. State of Idaho Terms and Conditions
- 5. Amendment #1 to Request for Proposal
- 6. Financial Summary
- 7. Risk Management Plan
- 8. Project Scope Summary
- 9. Milestone Schedule
- 10. Action Items and Responsibilities List
- 11. Success Evaluation

IN WITNESS WHEREOF, the authorized representatives of Huron and University, having full authority to do so, agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby.

Boise State University

By:_____

Name: Stacy Pearson

Title: Vice President, Finance and Administration

Date:

Huron Consulting Services, LLC

	1163	N# 1 X 1	
Dre	126	Carlos- Land	
By:	100-1	Internet -	

Name: Peter Eschenbach

Title: Managing Director

Date: July 22, 2011

ATTACHMENT 1

Attachment #1

ATTACHMENT 1

Purchase Order

Boise	State	University
		-

BSU Purchasing 1910 University Drive Boise ID 83725-1210 United States

Tax Exempt? Y

Line-Sch Item/Description

Vendor: 0000026199 Huron Consulting Services LLC 550 W Van Buren Street Chicago IL 60607-3827

FAX 312.583.8701

					Dispatch vi	a Print
Purchase Order				Date	Revision	Page
IDBSU-0000620038			8	07/13/20	07/13/2011	1
POF	Referenc	:e				
Payr	nent Te	rms	Freight T	erms		Ship Via
Net	30		Destina	tion		Best Way
Buye	ər			Phone		Currency
	rend, Na	incy I	lene	208/426-	-3363	USD
Bill 1	ío:	Unite BSU 1910 Boise	 ID 83706 d States Accounts I University ID 83725 d States 	Payable Drive		
ntity	UOM			PO Price	Extended Amt	
1.00	LOT		1,200	,000.000	1,200,000.00) 12/31/20

1- 1 Contract for RFP NS11-107 IT Project Manager, Strategy & Technical Lead for the Enterprise Systems Roadmap Program. The contract period is from August 15, 2011 through December 31, 2013 for 4,760 hours.

Tax Exempt ID: 000012415-S

Item Total

1,200,000.00

This contract includes the attached pre-award documents modified by Huron as of July 8, 2011. This Contract (including any files attached), CONSTITUTES BOISE STATE UNIVERSITY'S ACCEPTANCE OF YOUR SIGNED BID, QUOTATION OR OFFER (including any electronic bid submission), WHICH SUBMISSION IS INCORPORATED HEREIN BY REFERENCE AS THOUGH SET FORTH IN FULL.

In the event of any inconsistency, unless otherwise provided herein, such inconsistency shall be resolved by giving precedence in the following order:

1. This Contract Purchase Order document.

2. Boise State University's original solicitation document. as modified by the attached pre-award documents.

3. The Contractor's signed bid, quotation, or offer, as modified by the attached pre-award documents.

Total PO Amount

Urannoizad

1,200,000.00

All shipments, shipping papers, invoices, and correspondence must be identifed with our Purchase Order Number. Overshipments will not be accepted unless authorized by Buyer prior to shipment.

ATTACHMENT 1

Attachment #2

BOISE STATE UNIVERSITY

BEST VALUE PROCUREMENT REQUEST FOR PROPOSAL

RFP #NS11-107

IT Project Manager, Strategy & Technical Lead for the Enterprise Systems Roadmap Program

Issue Date: April 4, 2011

TABLE OF CONTENTS

	Page			
1. RFP Administrative Information	3			
2. Purpose / Background	4			
3. Proposal Requirements and Evaluation Criteria	6			
4. Submittal Format	10			
5. General Information	12			
Attachment A – RFP Cover Page and Checklist	17			
Attachment B – Proposal Form / Signature Page				
Attachment C – TR/NTR/VA Plans Submittal and Template				
Attachment D – Past Performance Information (PPI) Guide				
Attachment E – Cost Proposal Form	27			
Attachment F – Vendor Question Submittal Form				
Attachment G – Qualification Questionnaire	30			
Exhibit 1 – Specification / Statement of Work	31			
Exhibit 4 – Pre-Award Phase and Weekly Risk Report (WRR) Guide	34			

April 4, 2011

1. RFP ADMINISTRATIVE INFORMATION

1. RFP ADMINISTRATIVE INFORMATION RFP Title:	I Project Manager, Strategy & Technical Lead for the Enterprise Systems Roadmap Program
RFP Project Description:	This procurement will follow the Best Value Performance Information Procurement System (PIPS) developed by Dr. Dean Kashiwagi and the Performance Based Studies Research Group at Arizona State University.
RFP Lead:	Nancy Schwend, Sr. Buyer <u>Mailing Address:</u> 1910 University Drive Boise, ID 83725-1210 <u>Physical Address:</u> 1129 Euclid Avenue Boise, ID 83706 <u>Email address: nschwend@boisestate.edu</u> <u>Phone:</u> 208.426.3363 <u>Fax:</u> 208.426.1152
Purchasing Dept. Website (all RFP information and updates will be posted to this website):	http://www.boisestate.edu/finad/purchasing/
Validity of Proposal:	Bid proposals are to remain valid for 120 calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Initial Term of Contract:	Approximately June 27, 2010 through December 31, 2013.
Vendor Best Value PIPS Training and Informational Session (not mandatory but STRONGLY suggested you attend. This replaces the Pre-Proposal Conference):	April 14, 2011, 9 a.m. – 11 a.m. Boise State University Student Union Building 1910 University Drive Jordan C Ballroom Boise, Idaho Corner of University Dr. and Lincoln Avenue
Deadline To Receive Questions:	April 19, 2011, 5 p.m. Mountain Time
RFP Closing Date:	May 6, 2011, 5 p.m. Mountain Time
RFP Opening Date:	10:30 a.m. Mountain Time the following work day after closing.
Vendor Interviews:	May 23, 2011 at Boise State University
Prioritized Best Value Vendor Notified:	May 24, 2011
Pre-Award Kick-Off Meeting:	May 25, 2011 at Boise State University
Anticipated Date of Contract Signing:	June 24, 2011
Start of Service:	June 27, 2011

RFP #NS11-107

BAHR - SECTION II

Page 3 of 36

April 4, 2011

2. PURPOSE / BACKGROUND

2.1 PURPOSE

Boise State University (University) is seeking an IT Project Manager, Strategy & Technical Lead, to assist with their Enterprise Systems Roadmap projects/programs addressing planning, project management framework, communication, overall strategy and technical direction for various components of the Roadmap.

The University shall only consider proposals from proposers with a proven, successful background in the areas listed. Each proposer shall furnish the required documents in the required format as outlined in this RFP in order to be considered responsive.

The procurement will follow the Best Value Performance Information Procurement System (PIPS). Training in-person is strongly recommended and replaces the pre-bid conference. The University expects to award this project to the Best-Value proposer based on the requirements in this RFP. The proposer selected for award will be the proposer whose proposal is responsive, responsible, and the most advantageous to the University, as determined solely by the University.

2.2 BACKGROUND

- 2.2.1Boise State University is a publicly-supported, multi-disciplinary institution of higher education recognized by the Carnegie Foundation for outreach and community engagement. The University has the largest student enrollment of any university in Idaho, with enrollment of 19,993 for the Fall semester of 2010. The University's main campus is located in Boise, Idaho with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The metropolitan area has a population of approximately 570,000. The University employed approximately 4,100 faculty and staff (including 1,500 student employees) as of December 31, 2010. The University administers over 125 baccalaureate, 73 masters and 4 doctoral programs through seven colleges. The University is fully accredited by the Northwest Association of Schools and Colleges, and a number of the University's academic programs have also obtained specialized accreditation. Boise State is Idaho's fastest growing research university and is the home of over 50 research centers and institutes, including the Center for Health Policy, the Center for Public Policy and Administration, the Environmental Science and Public Policy Research Institute, the Global Business Consortium, the Raptor Research Center, and the Hemingway Western Studies Center. Sophisticated auxiliary units include athletics, housing, the student union, food services, the student health center, the student recreation center, Taco Bell Arena, the Morrison Center, and the bookstore.
- 2.2.2 Boise State implemented its current ERP systems, PeopleSoft Financials and PeopleSoft Human Resources/Campus Solutions (PS-FS and PS-HRCS, respectively), in 1998. At the time, particularly in the case of Campus Solutions, core functionality was not fully developed and/or delivered by PeopleSoft. Boise State met this challenge with a large number of customizations to meet business needs. The systems have been upgraded several times since the original implementation. Although the delivered core functionality is now stable and mature, Boise State has continued to remain highly customized.

April 4, 2011

ENTERPRISE APPLICATION SYSTEM	VERSION	MODULES IMPLEMENTED
Campus Solutions (combined database/application with Human Resources through v9.0)	9.0	Campus Community, Admissions, Financial Aid, Academic Advisement, Student Records, Student Financials
Human Resources (combined database/application with Campus Solutions through v9.0)	9.0	Human Resources, Base Benefits, Payroll, Time & Labor, Workforce Admin, Personal Portfolio, eProfile, ePay
Financials	8.8 (on extended support)	General Ledger, Expenses, Accounts Payable, Asset Management, Purchasing

2.2.3 The following chart depicts the current modules in use by the University.

- 2.2.4 The University has a multi-platform environment consisting of eight IBM RS6000 servers (using AIX 5.2 and Oracle 11g) which run the University's PeopleSoft development, test, and production database and application servers. During fiscal year 2012, the University will upgrade the infrastructure for the PeopleSoft enterprise systems to Intel-based platforms running Red Hat operating systems, with Oracle 11g for the databases. OIT also manages and supports a Win2003/2008 server network which is highly virtualized using VMWare. There are approximately three thousand PCs running with Windows 2003/2007, and Windows XP, as well as approximately six hundred Apple workstations on campus. The University has standardized on Microsoft desktop applications for the business of this University.
- 2.2.5 With Oracle's move to a continuous release model for maintenance and "Feature Packs (FPs)", it has become critical that the University manage their systems with an eye towards limited and strategic customization to ensure that delivered upgrades and enhancements can be applied regularly, efficiently and as soon as possible after release from Oracle so as to retain the value of the University's investment.
- 2.2.6 In addition, all business processes that integrate at any point with the ERP systems need to be reviewed for best practices and efficiency in order to maximize the limited resources of the University while supplying superior customer service to the Campus.

2.3 ENTERPRISE SYSTEMS ROADMAP

2.3.1 For the reasons stated above, the University is embarking on an Enterprise Systems Roadmap Program over the next three years. This RFP is for the *IT Project Manager*, *Strategy & Technical Lead* for the program and components potentially requiring PeopleSoft functional and/or technical consulting that has been defined at a high level as follows:

Phase 1: Foundations – to be completed by March of 2012

- Financial Chart of Accounts (Requirements & Design)
- HR Core (Requirements & Configuration Design)
- SOA Infrastructure and Development
- Research Management System (Requirements & Identification)
- Campus Solutions (Student) Training & Process Assessment

Phase 2: Building – to begin in 2012 and be completed by the end of 2013

- PeopleSoft Finance 9.1 Project
- PeopleSoft HCM 9.1 & Separation from Student Project
- Campus Solutions Core (Process, Configuration & Requirements)

Phase 3: Implementing – to begin in 2012 and be completed by the end of 2013

- Research Management System Implementation
- Finance 9.1 Go-Live
- HCM 9.1 Go-Live
- Campus Solutions 9 Project & Go-Live

2.4 SPECIFICATIONS / STATEMENT OF WORK – IT PROJECT MANAGER, STRATEGY AND TECHNICAL LEAD

Details for this consulting job are identified in Exhibit 1.

3. PROPOSAL REQUIREMENTS AND EVALUATION CRITERIA

Following the Best Value Performance Information Procurement System (PIPS) proposals will be evaluated based on the criteria outlined in this section. The University reserves the right to add/delete/modify any criteria or requirement if the University deems it to be in their best interest (at the University's sole discretion). All addenda will be issued on the University's Purchasing Dept. website (http://www.boisestate.edu/finad/purchasing/).

The University shall only consider proposals from financially responsible firms presently engaged in the business of providing IT project management consulting. The vendor selected for award will be the vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion.

The University reserves the right to contact any Vendor to clarify any information in its proposal. The University also reserves the right to request additional information not described in this RFP (such as detailed information about the financial strength/health of a company). Vendors that do not, or cannot provide the requested information shall be considered non-responsive.

3.1 THE PROCESS

The client is applying a best value process to this selection. The best value process consists of three (3) primary phases:

RFP #NS11-107

April 4, 2011

- 1. Selection
- 2. Pre-award period (agreement on scope, description of services using performance measurements if applicable, creation of contract w/ Weekly Risk Reports (WRR), Risk Management Plan (RMP), and all legal conditions)
- 3. Management by Risk Minimization (vendor manages and controls project using WRR/RMP) Client does quality assurance (ensure the vendor is using quality control, risk management program (WRR/RMP)).

Client's quality assurance personnel are not limited to quality assurance, but can inspect the project on a periodic basis to assist the vendor.

3.2 The Selection Process

3.2.1 Submittals and Rating of Submittals Upcoming

The first phase of the best value PIPS delivery is the selection phase. The selection phase uses six criteria, of which only four are rated by the selection committee. The criteria are (See Attachments C & D):

- 1. Past Performance Information (PPI) of (5) similar projects (submitted by the bidder) and not rated or seen by the selection committee. (See Attachment D)
- 2. Technical Risk (TR) submittal (maximum of 2 pages). Identify risk of other bidders on this project, and explain why bidder does not have the risk. Identify impact. Rated blind. Document cannot have bidder's name or any name or evidence that can identify the bidder. TR submittal should have items that are supported with performance measurements (number of times, customer satisfaction ratings, time and cost deviation rates, safety record, difference from other bidders) (See Attachment C)
- 3. Non-Technical risk (NTR) submittal (maximum of 2 pages). Identify risk that bidder does not control on the project, and how the bidder will manage and minimize the risk. Identify impact. Rated blind. NTR should have items that are supported with performance measurements (number of times, customer satisfaction ratings, time and cost deviation rates, safety record, difference from other bidders or key personnel.) (See Attachment C)
- 4. Value Added (VA) submittal (maximum of 2 pages). Identify what the client may have not included in their intended scope, and list cost, time, and quality impact. Rated blind. All items which are above the minimum required intent of the owner should be listed in the VA submittal. All items should be listed in terms of time, cost, or quality (service period or customer satisfaction numbers). All items should be listed in terms of percentage of project cost. (See Attachment C)
- 5. Cost Proposal. Cost Submittal broken out by major areas. Not rated or seen by selection committee. (See Attachment E)
- 6. Interview of key project manager and others, proposed for the project. Rated by the selection committee. Boise State university will shortlist (if necessary) the top rated bidders based on the collected information (Cost, Milestone Schedule, Non-Technical Risk (NTR), Technical Risk (TR), and Past Performance Information (PPI). The shortlisted Respondents will be required to participate in an interview period:
 - Project Manager

Boise State University will interview individuals separately. No other individuals (from the Respondents) will be allowed to sit in or participate during the interviews. Boise State University may request additional information prior to interviews.

3.2.2 Important Notes

*All proposed team members must be available in person for interviews on the date specified in this solicitation. No substitutes, proxies, phone interviews, or electronic interviews will be allowed. Individuals who fail to attend the interview will not be given a score, which may jeopardize their competitiveness. If awarded the project, all interview statements will become part of the final contract.

*All individuals that will be interviewed must be the same people that the bidder turned in past performance information on.

In order to minimize any bias, the TR,NTR and VA plan must NOT contain any names that can be used to identify who the Bidder is (such as company names, personnel names, project names, or product names). The TR, NTR, and VA, will be rated separately, but will be seen as a package by the raters.

Rating scheme: the rating scheme uses the concept of dominance. The rating scheme is (1-10, 10 shows dominant information of performance, 1 shows dominant information that bidder is not a performer, and 5 shows that rater did not see dominant information to be able to predict performance. For each rating, the procurement/contracting officer has the ability to check for dominance (but not required), and if there is no dominance, can change all ratings to a 5. The definition of dominance means the use of performance measurements or relative measurements that predicts the future outcome. Dominance can also be described as simple, easy to see, creates consensus, stands out from the normal submittal.

It is not the responsibility of the selection committee to create differentials through ratings by using their bias or technical expertise. It is the responsibility of the bidders to prove best value by describing capability and impact of their expertise in simple, dominant terms of cost, time, and quality. If there is any doubt of the selection board member, the default rating is "5" if there is not dominant information that identifies high relative performance and value.

Past Performance Information (PPI) shall be collected by the bidder on all key elements, and averaged based on the preset spreadsheet. The forms shall be signed and rated by the appropriate rater.

All raters will rate individually, and sign a statement that they have no prior information on any of the submittals or connections with any of the parties in the competition.

The contracting officer shall collect the ratings and input the ratings into a selection matrix.

If there are too many bidders in the competition, a short-listing will take place using the

April 4, 2011

information collected to this point. The number of short-listed bidders is up to the discretion of the contracting officer.

3.2.3 Weights

The weighting of the selection criteria is in the following importance:

- 1. (400 pts.) Interview.
- 2. (100 pts.) NTR.
- 3. (100 pts.) TR.
- 4. (100 pts.) VA.
- 5. (100 pts.) PPI.
- 6. (200 pts.) Cost.

The best value is the best value for the lowest cost.

Sub-bidders should submit their packages to the general bidder using performance and quality measurements also. If submitted in the proper way, bidders will not be able to shop their solutions, because the only person who would know what the actual solution/or how the solution will be implemented is the creator. In the pre-award phase, the client's technical representatives will ask for this information.

3.2.4 Dominance Check

The contracting officer (CO) will take the prioritization matrix of all the bidders and do dominance check. The CO sees all the information and can do the following:

- 1. Check if the top prioritized bidder is within the budget. If the bidder is not within the budget, the CO can eliminate the bidder, unless there is dominant information that convinces the CO otherwise.
- 2. Check if the top prioritized bidder is within the predetermined percentage in cost to the next prioritized bidder.
- 3. Check if the top prioritized bidder's price is lower than 10% below the average submitted cost. If it is, unless there is dominant evidence shown, the CO can eliminate the bidder.

Looking at the prioritization matrix, and all the submitted information, the CO can writeup a justification to go with the top prioritized or another bidder based on dominant information. The CO is responsible to write up the justification, and can override the selection committee's prioritization. If the CO decides to change the prioritization, the CO must reprioritize the bidders, and give a simple explanation why the CO reprioritized the bidders.

The CO will lean toward the low price if no dominant information is available.

3.3 Pre-Award/Clarification Phase

- 3.3.1 The steps of the pre-award or clarification phase are (See Exhibit 2):
 - The top prioritized bidder shall be notified and given a list of risks and concerns. The identified Best Value (BV) bidder shall combine their own submitted risks and the new risks and identify the proactive method to minimize the risk, and if the risk happens, what will the bidder do.
 - 2. The BV bidder shall coordinate with all appropriate critical elements, and also with the client's technical PM or other experts to reconfirm costs, schedule, and quality.
 - 3. The BV will divide what will be delivered, and what is outside the scope of the project and how the risk will be treated.
 - 4. The BV bidder will identify a pre-award schedule, and a project schedule.
 - 5. The BV bidder will create a WRR/RMP for the pre-award schedule, and for the project. If the BV bidder cannot deliver a contract by the pre-identified date, they need to show dominant information that the pre-award period needs to be extended.
 - 6. The BV bidder will organize a PA kickoff meeting, and give their proposal to the client.
 - 7. The BV bidder must now make a decision if they can deliver. If they can, they will put together the contract, address any issues by the client's technical staff, and send the draft contract for review and signature by buyer/owner.

3.4 Management by Risk Minimization and Performance Measurement

3.4.1 Weekly Risk Report System

The Weekly Risk Reporting (WRR) is composed of all potential contacts, basic contract information, milestone schedule, risk sheet, modification/deviation tracking, risk management plan (RMP), and overview report. It is a standardized format of PIPS that is a requirement of the project.

The purpose of the WRR is to allow the Bidder to manage and document all risks that occur throughout a project. Risk is defined as anything that impacts project cost, quality or project schedule. This includes risks that are caused by the Bidder (or entities contracted by the Bidder), and risks that are caused by the client (scope changes, unforeseen conditions, etc). The client's project \manager may also require the Bidder to document risks that may impact customer or the client satisfaction. (See ATTACHMENT E)

4. SUBMITTAL FORMAT

4.1 SUBMITTAL FORMAT

All submittal documents must be on standard 8½" x 11" paper. The proposal should be stapled (and not bound) to facilitate easy handling, photocopying, and reading by the Evaluation Committee. No faxed or emailed proposals will be considered. <u>The proposal must be</u> received by 5 p.m. Mountain Time on the date listed in Section 1 of the RFP. Late submittals will not be considered.

RFP #NS11-107

The proposal must be mailed or delivered in a sealed package. Please make sure to submit the "Proposal Form" in a sealed envelope marked "Confidential Cost Proposal" along with the other required submittals. The package must contain the following information on the outside of the package:

- 1. Vendor's Name
- 2. Vendor's Address
- 3. RFP Project Name
- 4. RFP Number

Mail or deliver one (1) signed package, plus one (1) electronic copy on a CD or USB Drive to the RFP Lead at the address listed in **Section 1**. Word or Excel format is required. The format and content must be the same as the manually submitted proposal. The electronic version must NOT be password-protected or locked in any way. If your proposal contains trade secret information which you have identified, also submit a redacted copy of the proposal with all trade secret information removed or blacked out as described in Paragraph 32, "Public Records," State of Idaho's SOLICITATION INSTRUCTIONS TO VENDORS. http://adm.idaho.gov/purchasing/TCs/Solicitation_Instructions.pdf The electronic file name should contain the word "redacted."

4.2 QUESTIONS AND INQUIRIES

The person listed as the RFP Lead Section 1 shall be the only contact for all communication regarding any aspect of this RFP process and its requirements.

No phone calls will be accepted. Responses to questions which involve an interpretation or change to this RFP will be issued in writing by addendum. All such addenda issued by the University shall be considered part of this RFP and posted at the website listed in Section 1.

Only formal written addenda shall be binding. Oral and other interpretations or clarifications, including those occurring at the Pre-Proposal Conference, site visits, etc. will be without legal effect. Do not contact any University employee or representative regarding this RFP.

All questions must be submitted to the RFP Lead by the date and time noted in the tentative schedule, Section 1. Questions must be submitted using Attachment F via email to the RFP Lead. Official answers to all questions will be posted on the University's website as an amendment as indicated in Section 1 of this RFP.

Questions regarding the State of Idaho Standard Contract Terms and Conditions found at <u>http://adm.idaho.gov/purchasing/purchasingrules.html</u> and incorporated in this RFP by reference must be submitted by the deadline to receive questions from the bidder, stated on Section 1 of the RFP. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

- 4.2.1. The term or condition in question;
- 4.2.2. The rationale for the specific requirement being unacceptable to the bidder (define the deficiency);

- 4.2.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and
- 4.2.4. Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the vendor.

Proposals received that qualify the offer based upon the University accepting other terms and conditions not found in the RFP or which take exception to the University's terms and conditions will be found non-responsive, and no further consideration of the proposal will be given.

If a vendor fails to notify the University prior to the proposal due date of a known error in the RFP or an error that reasonably should have been known to the Vendor, and if a Contract is awarded to that vendor, the vendor shall not be entitled to additional compensation or time by reason of the error or its correction.

5. GENERAL INFORMATION

5.1 DISQUALIFICATION

Carefully read the information contained in this RFP and submit a complete response to all requirements, specifications and instructions as directed. Please be advised that failure to comply with all of the requirements, specifications and instructions in this RFP will be grounds for disgualification.

5.2 PROPOSAL VALIDITY

The vendor's proposal is a valid, firm, and irrevocable offer which the University may accept within 120 days from the proposal's Due Date as stated in Section 1. The proposal, if accepted, shall remain valid for the life of the contract.

5.3 CONTRACT EXTENSION

This RFP is based on providing services for an approximate 2-1/2 year period (mid-2011-2013). The University may extend the IT Project Manager, Strategy & Technical Lead position provided the resource is still available. The University shall provide written notice to the vendor of its intent to extend this contract at least thirty (30) days prior to the end of the initial term. If the vendor does not desire to extend the contract, the vendor shall so notify the University in writing no later than ten (10) days after the date of the University's notice of intent under this paragraph. Any extension shall be under the same terms and conditions as the final year of the initial term of the contract unless otherwise negotiated and agreed to by the parties.

5.4 OWNERSHIP OF PROPOSALS

All submittal contents become the property of the University, and may become a part of any resulting contract. Award or rejection of a proposal does not affect this right. All TR/NTR/VA Plan risks will be made available to the potential Best-Value Vendor and to all vendors once an award has been made. All TR/NTR/VA Plans risk solutions and value-added ideas will be kept confidential and will not be made public.

5.5 PROPOSAL EXPENSE

Under no circumstances shall the University be responsible for any proposal preparation

expenses, submission costs, or any other expenses, costs, or damages of whatever nature incurred as the result of a vendor's participation in this process.

5.6 CLARIFICATION

The University reserves the right to clarify, or seek clarification, on any submittal (this includes, but is not limited to, contacting past clients to verify performance, interviewing key personnel, performing additional investigating on the firm's performance history, and requiring additional documentation or information to respond to any performance findings).

5.7 CONSIDERATION OF PROPOSAL

The Vendor selected for an award will be the Vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion. The University anticipates that all vendors will have a fair and reasonable opportunity to provide service.

The University intends to award a contract, subject to the terms of this RFP, to the Best-Value Vendor. The University may add, delete, or modify any requirement or statement in this solicitation if the University deems that it is in the best interest of the University.

The University reserves the right to reject any or all proposals and to reject a proposal not accompanied by any required data, or to reject a proposal that is in any way incomplete or irregular. The University shall reject all submittals from vendors where there has been collusion among the vendors.

Any final analysis or weighted-point score does not imply that one vendor is superior to another, but simply that in the University's judgment the Vendor selected appears to offer the best overall solution for the University's current and anticipated needs.

The University shall have the right to waive any non-material informality or irregularity in any proposal received and to advertise for new proposals where the acceptance, rejection, waiving, or re-advertising is determined by the University to be in its own best interest. The successful Vendor shall comply with all employment laws and regulations.

5.8 CONFLICT OF INTEREST

No employee, officer or agent of University shall participate in the selection, the award, or administration, of the contract if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when one of the following has a financial or other interest in any firm proposing on or selected for the award:

- 1) The employee, or an officer or agent of the employee;
- 2) Any member of the employee's immediate family;
- 3) The employee's business partner; or
- 4) An organization which employs, or is about to employ any of the above.

The University's officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from proposers, potential proposers, subcontractors, or other parties to sub-agreements whereby the intent could reasonably be inferred as influencing the employee in the performance of his or her duties or was intended as a reward for any official act on his or her part.

RFP #NS11-107

5.9 ACCEPTANCE OF RFP TERMS

All terms and conditions contained herein shall become part of any subsequent contract that is awarded from this RFP. A proposal submitted in response to the RFP shall constitute a binding offer.

5.10 CERTIFICATION OF INDEPENDENT OFFER

By submitting a proposal, the vendor certifies that in connection with this RFP:

- a. The proposal has been arrived at independently, without consultation, communication or agreement with any competitor for the purpose of restricting competition.
- b. Unless otherwise required by law, the offer cited in this RFP has not been and will not be knowingly disclosed by the Vendor prior to opening directly or indirectly to any other vendor.
- c. No attempt has been made nor will be made by the vendor to induce another person or firm to submit or not submit a proposal for the purpose of restricting competition.

5.11 PROPOSAL SIGNATORY AUTHORITY

Each person signing this proposal certifies that they are the person in the vendor's firm authorized to make the decision to make the offer.

5.12 TERMINATION

The University may terminate the contract by providing the vendor with written notice thirty (30) calendar days prior to such date. Vendor must complete the term.

5.13 INSURANCE REQUIREMENTS

Vendors are required to maintain Worker's Compensation insurance as required by Idaho Statute for all employees engaged in the service, Commercial General Liability (CGL), Automobile Liability, and Professional Liability when applicable. Minimum coverages for CGL are: Each Occurrence/Annual Aggregate - \$1,000,000/\$2,000,000 endorsed to apply separately to each job site or location. Automobile Liability minimum is: Combined Single Limit (CSL) -\$1,000,000. Professional Liability minimum is - \$5,000,000. Upon request by the University, the vendor is required to provide a Certificate of Insurance with a minimum sixty (60) day cancellation notice, from an insurance company licensed to do business in the State of Idaho, with a minimum AM Best rating of A-, and signed by an authorized agent. The certificate must show Boise State University and the State of Idaho as additional insured.

5.14 UNIVERSITY MARKS / NEWS RELEASE / PROMOTION5

University Marks-Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only. No use may be made of University Marks in any document which implies any association with or endorsement of the services of the bidding company or any other third party.

5.15 ADVERSE INTERESTS

During the term of this contract and any extensions, the vendor will not provide services nor enter into any agreement to provide services to a person or organization that has interests that are adverse to the University (as defined by the University). If the University believes that the

vendor is violating this paragraph, the University will notify the vendor in writing by certified mail. The University and the vendor will meet and discuss the alleged violation within thirty (30) days of such notice.

5.16 INDEPENDENT STATUS

This contract does not constitute and shall not be construed as constituting a partnership or joint venture or an employee-employer relationship or one of principal and agent, it being understood that the vendor and the University are, and shall remain, independent contractors in all aspects.

5.17 APPEALS

An appeal by a vendor of a bid specification, a non-responsiveness determination, or the award of a bid is governed by the Boise State University Purchasing Appeals Process, and must be filed in accordance with that process, which can be found on the Internet at http://www.boisestate.edu/finad/purchasing/docs/purchasingappealsprocess.pdf

5.18 DEFINITIONS

- Bidder Firm or organization that is submitting a proposal in response to this RFP
- BV Best Value
- Client Boise State University
- CO Contracting Officer
- IT Information Technology
- NTR Non-Technical Risk
- PA Pre-Award
- PIPS Performance Information Procurement System
- PM Project Manager
- PPI Past Performance Information
- Proposer Company or organization that is submitting a proposal in response to this RFP
- TR/NTR/VA Plans Technical Risk, Non-Technical Risk Plan and Value-Added Plan
- RFP Request for Proposal
- RMP Risk Management Program
- State State of Idaho
- TR Technical Risk
- University Boise State University
- VA Value Added
- Vendor Company or organization that is submitting a proposal in response to this RFP
- WP Work Plan
- WRR Weekly Risk Report
- WRRS Weekly Risk Reporting System

5.19 ATTACHMENTS & EXHIBITS

ATTACHMENT A	RFP COVER PAGE
ATTACHMENT B	PROPOSAL FORM/SIGNATURE PAGE
ATTACHMENT C	TR, NTR AND VA SUBMITTAL
ATTACHMENT D	PAST PERFORMANCE INFORMATION (PPI) GUIDE

BAHR - SECTION II

ATTACHMENT E	COST PROPOSAL
ATTACHMENT F	IT PROJECT MANAGER, STRAGEY AND TECH LEAD QUESTION FORM
ATTACHMENT G	QUALIFICATION QUESTIONNAIRE

EXHIBIT 1STATEMENT OF WORKEXHIBIT 2PRE-AWARD PHASE AND WEEKLY RISK REPORT (WRR) GUIDE

BAHR - SECTION II

ATTACHMENT A RFP COVERPAGE

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendor's Proposal.

Project Number:	RFP #
Project Name:	

Vendors Name:	
Address:	
City:	
State:	
Zip Code:	
Point of Contact for this RFP:	
Phone:	
Fax:	
Email:	

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

Attachment A	Complete and staple as cover page in your proposal (no binders)
Attachment B	Fill in all required information on Proposal Form
Attachment C	Complete and submit Technical Risk Plan
Attachment C	Complete and submit Non-Technical Risk Plan
Attachment C	Complete and submit Value Added Plan
Attachment D	Email a "Reference List" for each critical component
Attachment D	Compile and submit surveys for each critical component
Attachment E	Cost proposal form
Section 3.2.1	Cost breakout
Attachment G	Complete all required information

ATTACHMENT B PROPOSAL FORM

The Proposal Form must be submitted in a sealed envelope marked "Confidential Cost Proposal."

SECTION 1 - CRITICAL TEAM MEMBER

Name of Vendor: Name of IT Project Manager, Strategy & Technical Lead*:

* If awarded the contract, this individual cannot be switched for the duration of the contract unless permitted by the University's Project Director.

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List all Addenda issued for this RFP*):

No.	Date	No.	Date	No.	Date	
No.	Date	No.	Date	No.	Date	

SECTION 5 - DISCLOSURE PURSUANT TO EXECUTIVE ORDER 2007-09, STATE OF IDAHO

Applies to Bids, Quotes or Proposals offering services or the development, sale or lease/licensing of software. If you Bid, Quote or Proposal does not involve one of these, do not complete.

Name of Vendor:

BID or RENEWAL NUMBER:_____

Pursuant to Executive Order 2007-09, the vendor named above hereby discloses:

<u>By Vendor</u>: Services under any resulting contract, or related to the development sale or lease/licensing of computer software under any resulting contract will be performed by vendor in the following countries (including the United States):

<u>Country</u>

Description of work

RFP #NS11-107

April 4, 2011

<u>By subcontractor(s)</u>: Services under any resulting contract, or related to the development, sale or lease/licensing of computer software under any resulting contract will be performed by subcontractors of vendor in the following countries (including the United States):

<u>Country</u> <u>Description of work and subcontractor name</u>

The selected exceptions to Executive Order 2007-09 should apply.

_____The vendor or its subcontractor provides a unique service or software and no comparable domestically provided service or software can adequately match the unique features of that provided by the vendor or its subcontractor; or

_____The vendor or its subcontractor is a foreign firm hired to market Idaho services or products to a foreign country; or

_____The vendor or its subcontractor maintains a significant business presence in the United States and will perform only a de minimus portion of work under the contract outside the United States.

Please provide a brief narrative to explain each of the exceptions identified. Add additional pages as necessary.

SECTION 6 – SIGNATURE

The person signing this Proposal certifies that they have the authority to make the offer for their firm. The signature must be an original signature signed in blue ink.

Name of Company		
Street Address	State	Zip Code
Company Website		
Printed Name of Company Representative		Federal Tax ID
Signature of Company Representative		Date
Email	Phone	Fax

Page 19 of 36

ATTACHMENT C

Technical Risk (TR), Non-Technical Risk (NTR) and Value Added (VA) Submittal

1 Addressing the TR, NTR, and VA Submittal

The format for the TR, NTR, and VA plan is attached. The submittals should clearly address the following items in a simple, dominant manner using performance measurements, relative performance information, quality in terms of customer satisfaction, longevity, minimize level of maintenance, etc:

The TR and NTR Plans should:

- 1. List and prioritize the major risk items. Include a cost (\$), time, service or quality differential for every risk.
- 2. Explain how the Vendor will minimize the risk items. The selection committee is looking for differences. Client will assume that all cost related items identified in the TR and NTR portion of the submittal have already been included within the vendor's bid amount.

The VA Plan should clearly address the following item:

 Propose any options that could increase the value (expectation or quality) of the Vendor's service. List any value or differential that the Vendor is bringing to the project, it size or impact to the level of value, and how the Vendor will measure the value added during the course of the service to ensure it is meeting its proposed levels. Client will assume that all cost related items identified in the Value Added submittal have <u>not</u> been included within the vendor's bid amount (financial proposal).

REMEMBER No names!!! In order to minimize any bias by the client, the all submittals must not contain ANY names (such as firm name, supplier names, personnel names, project names, product names, or company letterhead). The submittals should not contain any marketing information. If a submittal contains any names, it could result in penalties or disgualification.

<u>REMEMBER Length!!!</u> The client's goal is to make the selection process as efficient as possible. Efficiency is to minimize the effort of all participants. The submittals should not exceed the page limit specified in Section 7.

BAHR - SECTION II

2 TR and NTR Template

All cost impacts associated with these risks/solutions must be included in your base cost.

Risk 1: Solution: Impact:	
Risk 2:	
Solution:	
Impact:	
Risk 3:	
Solution:	
Impact:	
Risk 4:	
Solution:	
Impact:	

3 VA Template

All cost impacts associated with this value added options must NOT be included in your base cost.

Item 1:				 	
Impact:	Cost (\$)	 	-		
Item 2:		 			
impact:	Cost (\$)	 	_		
Item 3:		 		 	
Impact:	Cost (\$)	 	_		
Item 4:		 		 	
Impact:	Cost (\$)	 			

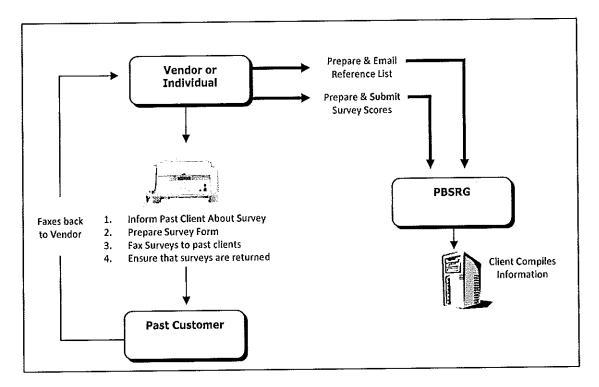
.

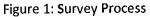
ATTACHMENT D Past Performance Information (PPI) Guide

SECTION 1 - PPI PROCESS SUMMARY

To assist the client in identifying the highest past performance of a vendor or individual, the following process will be used (as outlined in the figure below):

- 1. The Vendor will prepare a list of past clients that will be sent surveys (called a "Reference List")
- 2. The Vendor will prepare survey forms and send them to their past clients
- 3. The past clients will send their surveys back to the Vendor.
- 4. The Vendor will compile all of the surveys and submit the surveys with their proposal
- 5. The ratings will then be averaged together to obtain a firm's past performance rating





SECTION 2 - CREATING AND SUBMITTING A REFERENCE LIST

1. All critical key components (Vendor and Individuals) must create a list of <u>past</u> clients that will evaluate their past performance. This will be referred to as a "Reference List".

The "Reference List" must be submitted on a MS Excel spreadsheet. A template is provided on the internet and can be downloaded at: <u>http://cayusecreek.boisestate.edu/purchasing/purchasing_bidopportunities.php</u>

2. The following are the critical components that will be evaluated (or those that most closely match the intended positions identified by Client):

RFP #NS11-107

Key Component	# of Surveys
The Vendor	5
The Project Manager	5

- 3. The Vendor is responsible for selecting their team, selecting the list of past clients, and for the performance ratings of their critical key components.
- 4. The reference list should include the firms "<u>best</u>" projects. Credit will be given to Vendors with more high performing surveys from different individuals.
- 5. The Reference List must include the following (<u>All fields are required</u>. If you do not submit all the information required, there will be no credit given for the reference).

CODE	A unique (different) number assigned to each project		
FIRST NAME	First name of the person who will answer customer satisfaction guestions.		
LAST NAME	Last name of the person who will answer customer satisfaction questions.		
PHONE NUMBER	Current phone number for the reference (including area code).		
FAX NUMBER	Current fax number for the reference (including area code).		
CLIENT NAME	Name of the company or institution that the work was performed for		
PROJECT NAME	Name of the project		
PROJECT DURATION [MM/DD/YYYY] to [MM/DD/YYYY]	Duration of project		
Project Description	Brief description of the type of project		
Project Size			
COST OF PROJECT	Overall cost of project.		

- 6. The data in the reference list must be submitted in <u>electronic format</u> on a MS Excel spreadsheet file. (See Section 4)
- 7. The reference list must contain <u>different projects</u>. You cannot have multiple people evaluating the same project/service. However, one person may evaluate several different service projects.
- 8. The past projects may contain completed past projects and on-going projects.
- 9. Please save the file as the name of the company (or individual) followed by "Ref List". For example, if you are submitting a reference list for "ABC Service Provider", you should save the file as "ABC Service Provider Ref List".
- 10. All key components/managers must submit their reference list in separate Excel files.

SECTION 3 - PREPARING THE SURVEYS

RFP #NS11-107

April 4, 2011

- 1. After a "Reference List" is completed, the Vendor will be required to:
 - a. Prepare a survey questionnaire for each of their past clients (on the reference list)
 - b. Send the survey questionnaires to their past clients
 - c. Receive the survey questionnaires from their past clients
 - d. Submit the completed survey questionnaires to the client with your proposal

The following steps will assist you in completing the aforementioned tasks.

- 2. Each key component is responsible for sending out a survey questionnaire to each of their past clients. The survey questionnaire is provided in this document and can also be downloaded.
- 3. Each key component should enter the required information on the survey questionnaire:
 - a. Survey ID (Code)
 - b. Past clients contact information
 - c. Project information
 - d. Name of the firm and/or individual being surveyed

The information must match the data submitted in the "Reference List" (see Figure 4).

	A	8	c	D	E	F	G	·н	1	J	к	L	M î
1		FIRST NAME	LAST NAME	PHONE NUMBER	FAX NUMBER	CUENT NAME	CITY	STATE	PROJECT NAME	STUDENT HEALTH SERVICE (Yes or No)	START OF SERVICE	END OF SERVICE	PROGRAN
3	101	Chad	Franklin	602-555-5879	602-555-5880	Holmans	Phoenix	AZ	Holmans Services	No	1/1/2008	On Going	10,000
		Stovo	Brostin	602.996.9551	601-895-9555	19C Hobertity	Sz2 01020.	<u></u>	ARC Primovity Services	Yos	1111000	1/1/2004	5.000
5	103	Richard	Lewis	602-568-9361	602-568-9362	Tempe College	Denver	0	Tempe College	Yes	1/1/1999	1/1/2005	15,000
-19 	and the second	MICHIER		002-397-8088	002-897-0007	ospor nome	seatue	T VIA	Depot nome services	10	1/1/2001	1/1/2000	12,050
7	105	Todd	Sayles	602-321-3215	602-321-3216	Z Manufacturers	Miami	FL	Healthcare insurance	No	1/1/2004	On Going	8,000
8	106	Bret	Fogarty	602-565-9871	602-565-9372	Mesa College	Phoenix	AZ	Healthcare insurance	Yes	1/1/2003	1/1/2007	14,000
9	107	Jim	Ubets	602-687-5465	602-687-5466	Olympia University	San Diego	CA	Student Healthcare Insura		1/1/1998	1/1/2006	13,000
10	108	Tom	lverson	607 *** ****	ran 100 1000	6 A A C	In		······································	1 +>-	1110002	1/1/2007	9,500
11		Ken	fischer	60;		.	-1 6		Ctoto I Indiana	4 7.0	31	On Going	9,000
12		Terry	Ferstad	60:					State Universi	LY	21	1/1/2008	12,000
12		1			(IT	Project Manag	er, Strat	egy &	Technical Lead)				ł
				Phone: Subject:	602-568-93) Past Performén	+v	Tempe Co Jorre of Cor, Susan And	rory) Ierson					
				vendors which th	and their key (personnel. The ve	endor/indiv	idusi R	lects past performance sted above has listed y versity greatly apprecia	outasa∢ller	it far		
				represed	ting that you v	vere very unsatisf	ied. Pleas	e rste e	nting that you ware ve each of the criteria to aticular area, please le	the best of	your		
	·	e 4: Exa nforma	•	Client M Project I		College College Student Hi	ealthcare		Date Completed	1/1/05			Survey Form st match t
.,							excel	file.					

4. Vendor should modify the return information at the bottom of the survey with a contact person and an accurate fax number. Remember, the survey will be sent from your past client to your firm (so you must enter YOUR valid fax number).

RFP #NS11-107

- 5. All returned surveys <u>should</u> be evaluated and signed by the past client. If a survey is not signed, it might NOT be counted.
- 6. Each key component is responsible for making sure that their past clients receive the survey, complete the survey, and return the survey back to the Vendor.
- 7. The past client must evaluate and complete the survey (you cannot have other consultants or third parties evaluate your performance). The past client must sign the survey form to prove that they completed the survey.
- 8. All of the returned surveys should be packaged together and submitted with your proposal. The scores of the submitted surveys will be used to compile the average Past Performance Information rating for the critical key components.
- 9. Client may contact the reference to clarify a survey rating, check for accuracy, or to obtain additional information. If the reference cannot be contacted, the survey will be deleted and no credit given for that reference.

SECTION 4 - Sample Reference List

CALENE	FIRST NAME	LAST HAME	PHONE NUMBER	FAX NUMBER	CLIENT NAME	PROJECT NAME	Project Duration (MM DD/ YYYY] to [MM DD/ YYYY]	COST OF PROJECT	Survey Returned (1 for Yes, 0 for No)	01	02	3	01	05	06	07	Q3	Average 1-10 Survey Score
001	John	Smith	(602) 555-1111	(802) 655-2222	Home Depot	Project 1	2/3/2003- Present	\$1,200,000	1	8	9	7	8	8	9	10	10	8.625
002							L			<u> </u>		⊢		 				
003								 		1	 '	1	1	1		ļ		
004						L		j		Į			┢	Į		_		-
005						1	≉ Survay	1	L		1	ŧ		L.,.	1	1	/eys	8.525

	Design Firm
Company Name:	
Type:	
Point of Contact:	
Phone Number:	
Fax Number:	

Survey Questionnaire – Boise State University

(IT Project Manager, S	Strategy &	Technical	Lead)
------------------------	------------	-----------	-------

			Survey ID
То:	(Name of person completing survey)		
Phone:		Fax:	
Subject:	Past Performance Survey of:	(Name of Company)	
		(Name of Program Administrator)	

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name: _____ Date Completed ______ Project Name: ______

NO.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	
2	Ability to provide technical direction	(1-10)	
- 3	Ability to provide project and strategic direction	(1-10)	
4	Ability to develop resources within the project(s)	(1-10)	
5	Ability to communicate	(1-10)	
6	Ability to identify and minimize the user's risk	(1-10)	
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	
8	Your comfort level in hiring the company/individual again based on	(1-10)	
<u> </u>	performance Ability to address and manage change	(1-10)	
9 10	Quality of work – Service and Product	(1-10)	

Printed Name (of Evaluator)

Signature (of Evaluator)

Thank you for your time and effort in assisting University in this important endeavor. Please fax the completed Survey to: XXX-XXX-XXXX

ATTACHMENT E Cost Proposal Form

SECTION 1 - COST PROPOSAL

Total Cost (not to exceed, fully burdened rate): ______

SECTION 2 - COST PROPOSAL OF VALUE-ADDED OPTIONS

Provide the information below for potential Value-Added Options listed in Attachment E. Indicate the increase or decrease to the fully-burdened Total Cost for Services for the items below:

No	CRITERIA	Hourly	Total Cost
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$

ATTACHMENT F

IT PROJECT MANAGER, STRATEGY AND TECHNICAL LEAD QUESTION FORM

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

- 1. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
- 2. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regard to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
- 3. Do not enter text in column 5 (Response). This is for the University's use only.
- 4. Once completed, this form is to be emailed per the instructions in the Section 1, RFP Administrative Information. The email subject line is to state the RFP number followed by "Questions."

RFP #NS11-107

BAHR - S

IT PROJECT MANAGER, STRATEGY AND TECHNICAL LEAD QUESTION FORM **ATTACHMENT F**

Sitle of Service)	Question	IF	2	e	4	5	6	7	8	6	10	11	12	13	14	15	1 6	AB	6 ¹ 8	6 7 a d	e 3:
(e)	RFP Section																				
	RFP Page	-																			
	Question																				
																	-				
	Response																				

ATTACHMENT 1

April 4, 2011

Page 29 of 36

RFP #NS11-107

ATTACHMENT G QUALIFICATION QUESTIONNAIRE

No.	Criteria	Response
1	How many years has your company been continuously active in project and strategic management consulting (under the current business name)?	
2	Provide the number of projects where the proposed resource has provided project management and technical direction for system implementations.	
3	Identify the number of ERP implementations where the proposed resource has served in a lead capacity (project or strategic management)	
4	Has the proposed resource implemented data warehouse and business intelligence applications in a University setting?	Yes
5	Has the proposed resource implemented PeopleSoft ERP suites (Finance, Campus Solutions or HCM) in the last 5 years?	Yes No
6	Has the proposed resource implemented web applications or a portal in a University environment?	Yes No
7	Are you or your company currently disqualified, de-listed or barred from doing business with the State of Idaho or Boise State University? (If you answer "Yes" your proposal will be disqualified)	Yes
8	Are you or your company currently disqualified, de-listed or barred from doing business with any federal or state agency?	☐ Yes ☐ No
9	Have you or your company provided similar project management consulting for other colleges or universities?	Yes No
10	Identify the number of similar project management consulting jobs that you or your company has managed:	None 1-5 > 6
11	Have any claims been made or lawsuits filed against you or your company for non-performance or inadequate performance as a project management consultant?	Yes
12	Is the proposed resource well versed in regulations that must be maintained within the ERP systems in Higher Education such as FERPA, HIPPA, GASB and others?	Yes

EXHIBIT 1 STATEMENT OF WORK IT Project Manager, Strategy & Technical Lead

1. SERVICES TO BE PROVIDED

1.1 The services to be provided by **COMPANY** pursuant to this SOW are:

Task 1: COMPANY will provide a consultant to assist the UNIVERSITY in its Enterprise Systems Roadmap projects/programs to address planning, project management framework, communication, overall strategy and technical direction for the following components of the Roadmap:

- Financial Chart of Accounts (Requirements Gathering & COA Design)
- HCM Core Review (Requirements, Process & Configuration Design)
- Academic Needs Assessment (Requirements, Priorities)
- Student (End User) Assessment
- iStrategy DW Implementation
- Document Imaging (Identification & Implementation)
- Unified Web Experience
- Documentation Repository
- Security and Identity Management
- IT Infrastructure Changes
- Research Management System (Identification & Implementation)
- PMO Establishment
- Finance 9.1 Upgrade
- CS Core (Process Assessment and Re-engineering, Configuration Review, & Requirements Definition)
- Campus Solutions 9 Project

NOTE on Task 1: Each project above will require a separate project plan to be developed as well as communication and strategy. The deliverables for this engagement will be to produce the stated plan, project management framework, communication plan, strategy and technical direction for each of the stated projects/programs.

Task 2: COMPANY will provide documentation on any work completed by the Consultant.

Task 3: COMPANY will provide appropriate knowledge transfer for any work completed. Knowledge transfer will be conducted with assigned UNIVERSITY staff members and will be reviewed by UNIVERSITY management to insure that all necessary information and items have been provided and are understood to the UNIVERSITY'S satisfaction.

Task 4: COMPANY will provide project management services for assigned projects. Tasks expected in the management of assigned projects include but are not limited to:

- Management of the Project Resources
- Plan and Task Management
- Budget Management

- Running Team Meetings and Project Sessions
- Insuring Resources are Managed Effectively and Requested as needed
- Running or Managing user sessions and testing sessions
- Identifying scope changes and presenting those to the project leadership team
- Insuring that projects are delivered on time and budget
- Managing communications with the project leadership team, project team and the campus community

Task 5: COMPANY will provide technical consulting in the form of strategy and planning for core/foundational projects. These projects would include items that are central to the roadmap and campus initiatives. These projects include but are not limited to:

- Data Warehouse, Reporting and Business Intelligence
- Oracle User Productivity Kit
- Document Imaging and Management
- Service-Oriented Architecture and PeopleSoft Integration
- PeopleSoft Delivered Services, such as Equation Engine, 3C's, and Process Scheduler
- PeopleSoft Security
- Web Application Integration with ERP
- 1.2 Unless otherwise specified in the Contract or arranged with the UNIVERSITY, a standard work week consists of forty (40) hours, typically delivered Monday through Thursday and excludes travel time.
 - The Services described in this SOW will be provided at the UNIVERSITY location in **Boise**, ID or remotely as approved by the UNIVERSITY.

1.3 Out-of-Scope

Tasks established outside of the above-state projects and related tasks will be considered out-of-scope. The UNIVERSITY will address alterations to the scope of this SOW through formal written change requests or addendum to this SOW.

2. PROJECT COMMUNICATIONS

Status reports shall be submitted weekly. A project status report will provide a:

- Summary of accomplishments
- Summary of planned items for the next period
- Summary of issues and change requests (if any) and general comments
- Summary of hours worked by resource
- Outstanding Questions or Tasks that require UNIVERSITY response.

3. ADDITIONAL UNIVERSITY RESPONSIBILITIES

3.1 The UNIVERSITY shall be responsible for the overall project management, the technical infrastructure, and support during the implementation including, without limitation, knowledge and experience of the operating environment and database. The UNIVERSITY shall be responsible for the technical architecture design, deployment, performance tuning and operations to support the Software including, without limitation, server hardware, database platform, operational procedures, and networking.

- 3.2 The UNIVERSITY shall provide input, review, and participation during performance of the Services, including, without limitation, requirements gathering, design, working sessions, and day-to-day engagement tasks. The UNIVERSITY shall ensure that its employees make time available, and provide COMPANY personnel access to key users and technical personnel within the UNIVERSITY'S organization as it relates to the performance of Services.
- 3.3 The UNIVERSITY shall review and comment on draft materials prior to general publication in a timely manner.
- 3.4 The UNIVERSITY shall be responsible for establishing and following such change control procedures as it deems appropriate for this engagement. The COMPANY shall be entitled to reply on any change order given to it by the UNIVERSITY, regardless of the form of such change order, as long as approval has been granted by the University Project Director.

4. ACCEPTANCE CRITERIA

Deliverables and services under this SOW shall be deemed as accepted by the UNIVERSITY on the date of delivery unless the COMPANY receives written notice from the UNIVERSITY specifying the reason for non-acceptance after completion of the service.

5. Expectation

The University expects the vendor to have the same individual on this project full time (5,520 hrs over the course of 3 years)

EXHIBIT 2

Pre-Award Phase and Weekly Risk Report (WRR) Guide

1 Overview

The Pre Award Phase is carried out prior to the signing of the contract. The client's objective is to have the project/service completed on time, without any cost increases, and with high customer satisfaction. At the end of the project, the client will evaluate the performance of the Vendor based on these factors, so it is very important that the Vendor preplans the project to ensure there are no surprises.

It is the Vendor's responsibility to ensure it understands the client's subjective expectations. It is not the client's responsibility to ensure that the Vendor understands what their expectations are. The Vendor is at risk, and part of the risk is understanding the client's expectations.

The Pre Award Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the project before an award is made. The pre-planning should include all coordination and identification of all risks that cannot be controlled by the Vendor.

In many cases, one of the Vendor's biggest risks (in terms of delivering the service with high satisfaction) is the client themselves. Therefore, it is in the Vendor's best interest to identify any issues or concerns ahead of time during the pre-award phase. The Vendor should minimize their risk by creating documentation that puts them in control and eliminates any outside interference that could hinder them from performing.

2 Pre-Planning and Coordination

Once you are notified that you are the potential best-valued Vendor, you will receive a list of all risks identified by the other Vendors that proposed. You may also receive an additional list of any client issues or concerns.

The client requires that the a Pre-Award Kick-Off Meeting is held after the client has reviewed and sent back comments on the Vendor's required Pre-Award Documents. The Vendor is expected to perform the following functions during the Pre-Award period:

- Re-visit the site to do any additional investigating.
- Coordinate with all parties that will be involved with the project. Identify what concerns they have and determine solutions to resolve their concerns. This may include consultants, subcontractors, and material suppliers to ensure that there are no inconsistencies with the requirements or delivery schedules.
- Identify where the risk lies on the project and make sure that all identified risks can be minimized.
- Identify any actions required by Client or client's representatives.
- Identify all risks that the vendor does not control with a plan to mitigate the risks.

3 Pre-Award Documents

The objective of the Vendor's Pre Award Document is to identify risk that the Vendor does not

RFP #NS11-107

control or risk that is impacted by factors that the Vendor does not control. The Vendor must also identify how they will attempt to minimize the risk. If the Vendor does not identify the risk that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the client.

The client will send the vendor the following information to prior to starting the pre-award period:

- 1. A preliminary milestone schedule for the pre-award period
- 2. A list of risks that other Vendors' submitted in the Selection phase
- 3. A list of client concerns and comments
- 4. Contact information for all major client personnel involved in the project.
- 5. A summary of accepted/rejected/contemplating accepting value added items.
- 6. Weekly Risk Report template

The Vendor will then be expected to send back to the client for review the following Pre-Award documents:

- 1. A project financial summary.
- 2. A complete project milestone schedule.
- 3. A adjusted pre-award milestone schedule
- 4. Risk Management Plan (A list of all the risks/concerns given to the Vendor from the client and solutions to minimize each of the risks. The Vendor has the capability to combine risks that are duplications or explain why a risk is not valid).
- 5. A client action item list with dates the client must perform them by.
- 6. Performance measurements that will be used to determine performance.
- 7. Scope of Work
- 8. Weekly Risk Report

It is only after the Vendor turns in the Pre-Award documents and the client sends back comments to the Vendor on the documents that a pre-award kickoff meeting will be held. After the pre-award kickoff meeting is held the Vendor has then officially entered into the pre-award period and is expected to finalize all Pre-Award documents and complete all actions identified in section 2.

4 Pre-Award Meeting

The pre award meeting is held at the end of the pre award phase and is used to present a summary of what was developed and agreed upon during the pre award phase. The pre-award meeting is not a question and answer session. The Vendor must not wait for the meeting to ask questions. All coordination and planning with the client should be done prior to the meeting.

The Vendor should give a presentation, which walks the client through the entire project and summarizes all of the coordination/planning done during the pre-award period. The Vendor should bring their team and all the documents specified in the Pre Award Document. The Vendor should come with documents explaining what the client is responsible for in this project and should identify exactly what they want from the client with due dates. The Vendor must convince the client that they have minimized all risks and will not be surprised once the project begins. The pre-award meeting presentation (and meeting minutes, if applicable) will become part of the contract along with the other documents stated the Pre-Award Document.

5 Weekly Risk Report (WRR)

The Weekly Risk Report (WRR) is a tool for Client in analyzing the performance of the service based on risk. The WRR is expected to take minimal effort. The WRR does not substitute or eliminate weekly progress reports or any other traditional reporting systems or meetings that the Vendor may do.

The purpose of the WRR is to allow the Vendor to manage and document all risks that occur throughout a project. Risk is defined as anything that impacts project cost or project schedule. This includes risks that are caused by the Vendor (or entities contracted by the Vendor), and risks that are caused by the University (scope changes, unforeseen conditions, etc). The Client may also require the Vendor to document risks that may impact customer or client satisfaction.

SUBMISSION

The weekly report is an excel file that must be submitted on Friday of every week. The report is due every week once the Notice To Proceed is issued, until the project is 100% complete (and final payment is made). Please contact the University Project Director if you have not received an electronic version of the spreadsheet (once the Notice To Proceed has been issued). The report must be emailed to:

University Purchasing:	nancyschwend@boisestate.edu
University Project Director:	scottaylor2@boisestate.edu
University AVP IT:	maxdavis-johnson@boisestate.edu
Arizona State University:	jacob.kashiwagi@asu.edu

The completed report must be saved using the date and name of the project given by the client (Format: YYMMDD_ProjectName; For example, 'IT Project Manager, Strategy & Technical Lead' for the week ending Friday, August 12, 2011, should be labeled '110812_ITPMStrategyTechLead'). Weekly Reports are to be emailed by midnight of each Friday.

REMEMBER: The Pre Award Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the project before an award is made. If the Vendor does not identify a risk or risks that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of Client.

ATTACHMENT 1

Attachment #3

ATTACHMENT A RFP COVERPAGE

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendor's Proposal.

Project Number:	RFP #NS11-107
Project Name:	IT Project Manager, Strategy & Technical Lead for the Enterprise Systems Roadmap Program

Vendors Name:	Huron Consulting Services LLC
Address:	550 W Van Buren St.
City:	Chicago
State:	Illinois
Zip Code:	60661
Point of Contact for this RFP:	Jason Moebius
Phone:	(312) 880-3358
Fax:	(312) 880-3201
Emall;	jmoebius@huronconsultinggroup.com

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

\boxtimes	Attachment A	Complete and staple as cover page in your proposal (no binders)
\boxtimes	Attachment B	Fill in all required information an Proposal Form
\boxtimes	Attachment C	Complete and submit Technical Risk Plan
\boxtimes	Attachment C	Complete and submit Non-Technical Risk Plan
\boxtimes	Attachment C	Complete and submit Value Added Plan
\boxtimes	Attachment D	Email a "Reference List" for each critical component
\boxtimes	Attachment D	Compile and submit surveys for each critical component
\boxtimes	Attachment E	Cost proposal form
\boxtimes	Section 3.2.1	Cost breakout
\boxtimes	Attachment G	Complete all required information

ATTACHMENT B PROPOSAL FORM

The Proposal Form must be submitted in a sealed envelope marked "Confidential Cost Proposal."

SECTION 1 - CRITICAL TEAM MEMBER

Name of Vendor:	Huron Consulting Services LLC
Name of IT Project Manager, Strategy &	
Technical Lead*:	Doug Gosnell

* If awarded the contract, this individual cannot be switched for the duration of the contract unless permitted by the University's Project Director.

SECTION 2 - ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List all Addenda issued for this RFP*):

No. 1	Date 4/22/11	No.	Date	No.	Date	
No.	Date	No.	Date	No.	Date	
			11-11-12-11-11-11-11-11-11-11-11-11-11-1		++++++++++++++++++++++++++++++++++++++	

SECTION 5 – DISCLOSURE PURSUANT TO EXECUTIVE ORDER 2007-09, STATE OF IDAHO

Applies to Bids, Quotes or Proposals offering services or the development, sale or lease/licensing of software. If you Bid, Quote or Proposal does not involve one of these, do not complete.

Name of Vendor: <u>Huron Conusiting Services LLC</u>

BID or RENEWAL NUMBER: NS11-107

Pursuant to Executive Order 2007-09, the vendor named above hereby discloses:

<u>By Vendor</u>: Services under any resulting contract, or related to the development sale or lease/licensing of computer software under any resulting contract will be performed by vendor in the following countries (including the United States):

<u>Country</u>

Description of work

United States

PeopleSoft Upgrade

<u>By subcontractor(s)</u>: Services under any resulting contract, or related to the development, sale or lease/licensing of computer software under any resulting contract will be performed by subcontractors of vendor in the following countries (including the United States):

<u>Country</u>

Description of work and subcontractor name

The selected exceptions to Executive Order 2007-09 should apply.

_____The vendor or its subcontractor provides a unique service or software and no comparable domestically provided service or software can adequately match the unique features of that provided by the vendor or its subcontractor; or _____The vendor or its subcontractor is a foreign firm hired to market Idaho services or products to a foreign country; or

_____ The vendor or its subcontractor maintains a significant business presence in the United States and will perform only a de minimus portion of work under the contract outside the United States.

Please provide a brief narrative to explain each of the exceptions identified. Add additional pages as necessary.

SECTION 6 – SIGNATURE

The person signing this Proposal certifies that they have the authority to make the offer for their firm. The signature must be an original signature signed in blue ink.

Huron Consulting Services LLC		
Name of Company		
550 W. Van Buren Street	Illinois	60661
Street Address	State	Zip Code
www.huronconsultinggroup.com		
Company Website		
Peter Eschenbach, Managing Director		01-0666114
Printed Name of Company Representative		Federal Tax ID
Peter Jescherbach		5/5/2011
Signature of Company Representative		Date /
peschenbach@huronconsultinggroup.com	312-583-8755	312-880-3201
Email	Phone	Fax

<< Please make sure to submit this Attachment in a SEALED Envelope along with the other required Attachments >>

Technical Risk Plan

Risk 1:	Public research universities operate in very unique and complex environments. The university landscape is constantly changing with new regulations, funding pressures, and governmental changes. Universities often are forced to focus only on maintaining their core operations and unable to adapt to changes or improve processes within the organization.
Solution:	We know the higher education environment, including research, better than any of our peers. We have a team of over 250 professionals, each with extensive knowledge and experience in the business of higher education. We have partnered with over 90 percent of the nation's top 100 institutions to improve business performance across their organization. Prior to consulting, our project management professional worked as an Associate Director in technology at a top 20 university and has been engaged at 5 higher education institutions.
Impact:	Our experienced resource can help Bolse State implement their Enterprise Roadmap by having an in depth understanding of the industry. We bring our expertise in the university climate, identifying areas where improvements can be made in alignment with the Bolse State strategic vision.
Risk 2:	Competing firms have limited PeopleSoft 9.1 implementation and upgrade experience in a university setting.
Solution	We have more experience implementing and upgrading PeopleSoft 9.1 in the higher education industry than any of our peers. We are currently implementing PeopleSoft 9.1 at three institutions, including a publicly funded state school, and are working with three institutions to assist with upgrades to version 9.1. In total, we have worked with over 30 higher education and healthcare organizations. We regularly share information between all of our clients so that lessons learned at one site can be quickly applied on other projects.
Impact:	Our ability to share information and leverage knowledge from one project team to another will enable Boise State to benefit from hard-won lessons at our previous and current projects. Each of our engagements has been met with success and client satisfaction.
Risk 3:	Other vendors do not fully understand the role of research within the organization and are not well versed in the technologies available to support this function.
Solution:	We were actively involved in the development of the PeopleSoft Grants system. Beginning in 1996, our personnel were engaged by PeopleSoft to assist with the design and development of the PeopleSoft grants management solution. The PeopleSoft development group continues to work closely with our personnel on each new version. We assisted in the development of enhanced functionality (e.g. Pl Portal, Federal Financial Report). PeopleSoft continues to select us as its testing and implementation partner for PeopleSoft Grants because of our familiarity with the software and the depth of our knowledge of the business requirements of research administration.
Impact:	Because of our comprehensive knowledge of the functionality and limitations of the PS Grants Module, Boise State will be able to minimize customizations and implement PeopleSoft Grants or another research administration system to support its research needs.
Risk 4:	Software Implementations at higher education institutions introduce a layer of complexity due to the sometimes competing interests of disparate departments within the organization.
Solution:	Due to our concentration on the higher education environment, we understand the need to build consensus across different groups within your institution. Our methodology emphasizes the importance of planning for your project, including constituents from across campus and different business functions to develop a cohesive vision and approach. Our project manager has significant experience with project leadership and has served in a management role on over 14 projects, including defining scope, identifying stakeholders, developing governance structures, and estimating budget and staffing needs.
Impact:	investing time up front to develop a shared vision and a holistic governance structure is the focus of our methodology. By identifying the key stakeholders early, they are part of the process, increasing ownership and accountability throughout the project and reducing the

.

risk of missing significant project milestones.

- **Risk 5:** Due to the large scale nature of this project, difficulty meeting timeline and budgetary requirements may occur.
- Solution: We have an excellent track record of meeting our client's requirements within the timeframe and budget established by our clients. Our proven project management approach and implementation methodology has allowed us to be successful where other vendors have failed.
- Impact: Given our strong track record of delivering the solutions our clients depend on, Bolse State can minimize the risk of not meeting timeline and/or budgetary requirements. Our most recent implementation was the successful launch of the largest scale IT project in the history of a state-wide university system. Prior to engaging us, the institution paid \$28.4 million to one of our competitors for the same failed project.
- Risk 6: Other vendors are not able to connect technology to the strategic vision and needs of the organization, leading to implementations that do not align with the institution's goals. Solution: We provide services beyond iT implementation and support, enabling us to provide a broader perspective on the operations of universities and how to best utilize technologies to meet the needs of end users and business leaders. We provide over 9 core services to higher education clients ranging from strategy planning to resource optimization, regulatory compliance, and strategic sourcing. This broad perspective and commitment to the higher education industry has positioned us a vendor of choice to replace other vendors in the middle of an implementation or to repair an implementation after it has ended.
- Impact: While assessing the use of technology within the organization, we provide observations to our clients, enabling them to leverage our expertise and prioritize opportunities. This enables the organization to focus more on business process improvements instead of the means used to achieve them. This reduces the risk of increased costs and protracted timelines as we are able to identify and mitigate issues as soon as they arise. We were engaged at over 3 institutions dissatisfied with their implementations by our competition and requested our assistance to re-implement, resulting in cost overruns of \$1.7 million at one institution.
- Risk 7: Vendors do not invest resources and personnel beyond the immediate project deliverables. Solution: Our entire team supports our clients, not just those individuals working directly with Bolse State. Our clients have the benefit of accessing our pool of experienced PeopleSoft resources, which includes nationally recognized subject matter experts and individuals from the higher education industry. We promote a collaborative working environment and are committed to sharing in the hard work that will lead to the ultimate success of this project. Higher education institutions thrive on teaming, and we aim to make our involvement consistent with a collaborative spirit. We recognize the best results are most often driven from team efforts.
- Impact: Boise State can capitalize on our network of higher education and PeopleSoft professionals and have access to benchmarking, best practices, and solutions that worked for our clients. We continue to serve as a reference to our clients long after the engagement has concluded.
- Risk 8:Relying on an outside consultant to manage a project leaves the internal resources at the
University III prepared to manage required functions upon completion of the project.Solution:Knowledge transfer is part of our methodology. We work side-by-side with our clients to give
them our full attention, share accountability, and position them for their success, and focus
on coaching them through each step of the implementation process. Developing client
staff throughout a project is an important principle of our overall methodology, resulting in
knowledgeable client personnel once we implement the system.
- Impact: Through our partnering approach, Boise State can reduce the overall cost of the implementation and related production support during the deployment of the new system. This is a result of the lessons learned during the implementation and increased accountability from the business areas involved in the project.

Non-Technical Risk Plan

- **Risk 1:** Cliven the nature of long-term engagements, there is the possibility of staff turnover (at the University or the contractor) over the course of the Project life cycle that can significantly increase the Intended cost and timeline of a project of this magnitude.
- Solution: Our firm has a long history of stability related to our employee retention. Our turnover rate is 3.47% which is significantly lower than our peer average of 20%. While certain departures are inevitable, our approach is to communicate changes immediately and work with client leadership to confirm the areas of impact. We have partnered with our clients to develop standard practices around employee retention, such as sharing the cost of transitions, conducting interviews for new staffing, and providing comparable resources from our deep team of industry leading experts.
- Impact: Our approach to staffing limits the adverse effects of turnover, decreasing risk to the overall project cost and timeline. We can leverage our skilled employee base to fill any gaps that might occur in project management.
- **Risk 2:** Boise State may be unable to meet the Internal personnel commitments of the Enterprise System Roadmap Project.
- Solution: We focus on the higher education industry and uniquely understand the resource limitations universities face. We invest time at the beginning of a project to map the resource commitments, budget, scope, and implementation plan for a project. As the implementation proceeds, our project managers will utilize our proven issue management and risk management frameworks to identify the potential impact and develop creative solutions to mitigate the overall risk to the project understanding the limitations of the budget. We have successfully used this approach at all of our clients.
- Impact: By using these proven approaches, Boise State can understand the full impact of the staffing shortages to determine the solution that best fits the needs of project and the institution. Our first preference is to utilize solutions that do not impact the budget or timeline of the project, but rather utilize additional internal resources, reduce the overall scope of the project, or identify alternative project solutions that are less resource intensive while still meeting the overall goal of the project. Using our recommendation to hire project-based employees in lieu of consultants, one client saved \$1 million in estimated fees over the life of the project.
- Risk 3: The University may lack the tools or resources required to successfully complete the project. Solution: We understand our clients are often choosing an implementation partner because of the significant resource requirements a project like this will require. It is incumbent upon the firm chosen to make the very best use of those limited internal resources. Additionally, the university will look to take advantage of the knowledge and experience of our team to supplement and extend the talents of the internal team assigned to the project. Our team will work to support the resources from Bolse State by providing the knowledge, tools, prior examples and best practices necessary to execute the project efficiently with the universities limited resources.
- Impact: By partnering with our client counterparts, we are able to help get the most value and productivity from the resources assigned to the project, which will reduce the risk of the overall implementation, allow the program to remain on time and reduce the need for additional outside resources, thereby reducing the cost of the overall project.
- **Risk 4:** PeopleSoft constantly modifies and develops changes to their software (e.g. product code, releasing monthly bundles, and quarterly maintenance packs). Certain fixes may not be in the version of PeopleSoft Bolse State chooses to Implement.
- Solution: Our project management professional will work with Boise State to develop a strategy for managing changes to the software, including evaluation of new functionality and software fixes. We have worked with over 30 research and healthcare institutions implementing PeopleSoft/Oracle solutions, including six clients on the 9.1 platform. This allows us to share

insights from those clients on issues they have encountered, which versions include "must have" functionality, and access to break-fix solutions. Boise State will have access to the shared information from our clients on software customizations, system set up, business process design and conversion that we have performed. This will greatly reduce the cost of brainstorming, planning, and researching

Risk 5: During the Implementation cycle, the Institution does not provide adequate strategic direction or provide clarity on the requirements.

solutions during the Enterprise Roadmap Project.

- Solution: We believe strongly that investing time to establish the foundation of the project during the Planning phase greatly reduces risk for the remainder of the program and for each individual project. By clearly defining the project scope, guiding principles, resource commitments and establishing a strong project management framework, the project will be in a strong position to move forward with a focused execution of the detailed project tasks in the related project plan. As part of the Project Management Office, our project management personnel will work with Boise State to develop a clear implementation plan and discuss strategic direction of the project. We believe our PMO teaming approach will yield a more successful implementation based on that shared investment.
- Impact: Implementing a sound methodology during the initial planning phase will reduce cost, preserve the project timeline, mitigate risk, and provide Boise State leadership with a sense of comfort in the approach and methodology utilized for the program.
- **Risk 6:** There are a vast number of stakeholders and future users of a campus-wide system Implementation. This often results in a misalignment of needs and overall project goals.
- Solution: Understanding the climate and motivations of the key stakeholders is critical to an implementation. Our proven integrated, multidisciplinary approach identifies the underlying business requirements and processes associated with the project early on in the program. We then focus all efforts on identifying and delivering solutions that satisfies those needs. We partner with our clients in all areas of the organization to redirect individual goals into the overall team goals.
- Impact: By addressing potential misalignment of project direction and business needs early in the process, we can refocus the team on the collective vision and value for Bolse State. This is part of our approach to developing a strong plan and managing scope. While working with our client upgrading PeopleSoft Human Capital Management and Financials, we identified the Human Resources, Finance, and Information Systems departments had competing priorities and varying definitions of success. By working with these three groups, we were able to develop common terminology and critical success factors that all areas agreed upon. By having the sound understanding of each unit's goals, the institution was able to work together to upgrade their systems while supporting the overall organizational goals.
- **Risk 7:** Public institutions such as Bolse State are facing additional scrutiny related to funding large scale technology projects while operating within the economic environment and maintaining positive public perception.
- Solution: We recognize and understand the challenges that public universities face in the current environment when interacting with public and political entities. We partner with institutions every day and can coach Boise State in managing expectations with the various parties, both internal and external, such as executive leadership, research administration, faculty, political oversight boards, and information Technology. We have experience working with University media relations, government executives, and key stakeholders within the organization to limit exposure and constructively navigate the internal governance structures of modern universities.
- Impact: We have experience working with universities on large scale change initiatives and can work with Bolse State project leadership to provide the necessary reporting and communications with university leadership, state and local government entities, and related press public relations matters to minimize distractions to the project, comply with state and university policies and accentuate the value of the project to all interested constituencies.

Impact:

Value-Added Items

- Item 1: Given the large scope of this role, there will be a large amount of financial analysis, administrative tasks, and coordination amongst three discrete project teams. Based on our experience with implementing multiple concurrent projects, we recommend adding an additional role to the project management office to include an entry-level consultant as a Project Controlier. This person would report to the project manager and be responsible for completing the financial and administrative tasks such as gathering the resource hours into a tracking tool, preparing initial status reports, scheduling and documenting meetings, establishing onboarding procedures, and preparing change orders. This will allow the project management professional to use their expertise where it is most valuable.
- Adding this role to the project management office will allow Boise State and the project Impact: management professional to leverage their knowledge to focus on strategy and management instead of the day-to-day administration of a project of this magnitude. By bringing on lower-level consultants we can meet the resource needs of the program management function at a lower rate than our competitor. In our experience, we can assign an Analyst to fulfill this, while a competitor may recommend a manager. In addition, these lower level consultants often come to us from a University setting, so they can provide expertise which complements the normal technical expertise required for an implementation. While the initial investment in adding this role will be \$496,000 to the cost proposal, we feel it will allow Bolse State to get more expertise from the project management professional. Other consulting firms, may seek to add a more expensive manager level resource for this role, which would be added at a more expensive rate (\$240 per hour is our assumption). Using our proven approach to forming a program management office with this structure would result in a net savings of \$694,400 over the life of the program when compared with the potential costs from other firms.

Survey Questionnaire – Boise State University

(IT Project Manager, Strategy & Technical Lead)

				Survey ID	001
To:	Alan French				
	(Name of person completing survey)				
Phone:	(513) 636-8988	Fax;	513	-636-7008	۲ <u>ــــــــــــــــــــــــــــــــــــ</u>
Subject: Past Performance Survey of: Huron Consulting Group					
		(Nomit of Company)			
		N/A			
		(Nome of Program Administra	ntor)		

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	Cincinnati Children's Hospital Medical Center	Date Completed	Upgrade In Progress, Grants completed in2006
Project Name:	PeopleSoft FSCM, HCM, EPM and ELM 9.1 Upgrade and PeopleSoft Grants Implementation		

NÒ.	CRITERIA	UNIT	
]	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	10
3	Ability to provide project and strategic direction	(1-10)	1¢
4	Ability to develop resources within the project(s)	(1-10)	100
5	Ability to communicate	(1-10)	10
6	Ability to identify and minimize the user's risk	(1-10)	10
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	10
10	Quality of work – Service and Product	(1-10)	1Ø

Alan P. French

Printed Name (of Evaluator)

Signature (of Evaluator)

Survey Questionnaire – Boise State University (IT Project Manager, Strategy & Technical Lead)

				Survey ID	002
To:	Dave Schmidt				
	(Name of person completing survey)				
Phone:	701-777-2505	Fax:	701-777	-2504	
Subject:	Past Performance Survey of:	Huron Consulting Gr	oup		· · · · · · · · · · · · · · · · · · ·
•		(Name of Company)			
		N/A			
		(Name of Program Administr	(øtor)		

Bolse State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	North Dakota University System	Date Completed	May 2008
Project Name:	PeopleSoft Financials 9.0 Upgrade		

NÔ.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	10
3	Ability to provide project and strategic direction	(1-10)	10
4	Ability to develop resources within the project(s)	(1-10)	10
5	Ability to communicate	(1-10)	10
6.	Ability to identify and minimize the user's risk	(1-10)	10
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	10
10	Quality of work – Service and Product	(1-10)	10

Printed Name (of Evaluator)

Signature (of Evaluator)

Survey Questionnaire – Boise State University

(IT Project Manager, Strategy & Technical Lead)

		Survey ID 003
Mark Sweet		•
(Name of person completing survey)		
(608) 265-9252	Fax:	608-262-5111
Past Performance Survey of:	Huron Consulting Gro	գրե
	(Name of Compony)	
	N/A	
	(Name of Program Administra	tor)
	(Name of person completing survey) (608) 265-9252	(Name of person completing survey) (608) 265-9252 Fax: Past Performance Survey of: Huron Consulting Gro (Name of Compony) N/A

Bolse State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	University of Wisconsin	Date Completed	In Progress
Project Name:	PeopleSoft Grants and HCM Implementation		

NO.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	9
3	Ability to provide project and strategic direction	(1-10)	10
4	Ability to develop resources within the project(s)	(1-10)	9
5	Ability to communicate	(1-10)	9
6	Ability to identify and minimize the user's risk	(1-10)	ዋ
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	9
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	/ወ
9	Ability to address and manage change	(1-10)	9
10	Quality of work - Service and Product	(1-10)	9

MARK SWEET

Printed Name (of Evaluator)

Signature (of Evaluator)

Survey Questionnaire – Boise State University

(IT Project Manager, Strategy & Technical Lead)

		Survey ID 005
To:	Kevin Fitzgerald	
	(Name of person completing survey)	
Phone:	(405) 271-1522	Fax: (405) 271-2852
Subject:	Past Performance Survey of:	Huron Consulting Group
		(Name of Company)
		N/A
		(Name of Program Administrator)

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name: University of Oklahoma Health Sciences Center Date Completed May 2010 Project Name: PeopleSoft Grants Implementation

NO.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	9
3	Ability to provide project and strategic direction	(1-10)	10
4	Ability to develop resources within the project(s)	(1-10)	9
5	Ability to communicate	(1-10)	10
6	Ability to Identify and minimize the user's risk	(1-10)	9
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
8	Your comfort level in hiring the company/Individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	10
10	Quality of work - Service and Product	(1-10)	10

Printed Name (of Evaluator)

Signature (of Evaluator)

feel free to contract me.

Survey Questionnaire – Boise State University (IT Project Manager, Strategy & Technical Lead)

Balse State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	Florida International University	Date Completed	July 2009
Project Name:	PeopleSoft Financials 9.0 Upgrade		

NQ,	CRITERIA	UNIT]
1	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	10
3	Ability to provide project and strategic direction	(1-10)	10
4	Ability to develop resources within the project(s)	(1-10)	. 10
5	Ability to communicate	(1-10)	10
6	Ability to identify and minimize the user's risk	(1-10)	10
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	· 10
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	10
10	Quality of work - Service and Product	(1-10)	10

and Drieshad

Printed Name (of Evaluator)

Signature (of Evaluator)

Survey Questionnaire – Boise State University

το:	Ed Rodriguez			Survey ID	101
	(Name of person completing survey)	· · · · · · · · · · · · · · · · · · ·		<u></u>	
Phone:	(414) 229-5291		Fəx:	· · · · · · · · · · · · · · · · · · ·	
Subject:	Past Performance Survey of:	N/A			
		(Nome of Con	npany)		
		Doug Gos	nell		
		(Name of Proj	grom Administrator)		

(IT Project Manager, Strategy & Technical Lead)

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	University of Wisconsin - Milwaukee	Date Completed	In Progress
Project Name:	HRS Implementation		

NO,	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	10
2	Ability to provide technical direction	(1-10)	10
3	Ability to provide project and strategic direction	(1-10)	10
4	Ability to develop resources within the project(s)	(1-10)	10
5	Ability to communicate	(1-10)	9
6	Ability to identify and minimize the user's risk	(1-10)	9
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
8	Your comfort level in hiring the company/Individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	10
10	Qualify of work - Service and Product	(1-10)	10

Printed Name (of Evalu

Signature (of Evaluator)

Survey Questionnaire – Boise State University

(IT Project Manager, Strategy & Technical Lead)

То:	Michele Piekutowski		• •		Survey ID		102
	(Name of person completing survey)						
Phone:	(864) 656-4286	•	Fax:	•	·	-	
Subject:	Past Performance Survey of:	N/A					
		(Name of Co	mpany)				······································
		Doug Go	snell				
		(Nome of Pro	ogram Administrat	or)	· · · · · · · · · · · · · · · · · · ·		

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	Clemson University	Date Completed	Dec. 2010
Project Name:	HR Strategic Planning and Assessment		

NO.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	题
2	Ability to provide technical direction	(1-10)	10
3	Ability to provide project and strategic direction	(1-10)	ROR
4	Ability to develop resources within the project(s)	(1-10)	
5	Ability to communicate	(1-10)	NG NG
6	Ability to identify and minimize the user's risk	(1-10)	10H
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	1000
9	Ability to address and manage change	(1-10)	
10	Quality of work - Service and Product	(1-10)	

Michelle Kutuwski.

Printed Name (of Evaluator)

RONNO DO Signature (of Evaluator)

Survey Questionnaire – Boise State University

(IT Project Ma	anager, Strategy &	Technical Lead)

				Survey ID	103
Το:	Charlie Eaton (Name of person completing survey)	J			
Phone:	(860) 496-0865		Fax:	(860) 486-0536	
Subject:	Past Performance Survey of:	<u>_N/A</u>	i		
		(Name of Co	inpuny)		
		Doug Go			و الم
		(Name of Pr	ogrom Administ	ater)	

Bolse State University is Implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	University of Connecticut	Date Completed	Μaγ 2005
Project Name:		•	

NO.	CRITERIA	UNIT	
1.	Ability to meet client's expectations	(1-10)	10
 2	Ability to provide technical direction	(1~10)	9
	Ability to provide project and strategic direction	(1-10)	10
≚ 4	Ability to develop resources within the project(s)	(1-10)	9
5	Abilily lo communicale	(1-10)	10
6	Ability to identify and minimize the user's risk	(1-10)	<u> 10 </u>
7	Leadership ability (minimize the need of owner/client direction)	(1-10)	10
	Your comfort level in hiring the company/individual again based	(1-10)	10
8	on performance		
9	Ability to address and manage change	(1-10)	10
10	Quality of work - Service and Product	(1-10)	10

Charles Eaton

Printed Name (of Evaluator)

-----Signature (of Evaluator)

.

Survey Questionnaire - Boise State University

(IT Project Manager, Strategy & Technical Lead)

To:	Rick Sandner			Survey ID	105
Phone:	(Nome of person completing survey) (973) 817-8902				200
	Past Performance Survey of:	N/A	_ Fax:	973.344.44	199
		(Name of Compar	ly)		
		Doug Gosnel	1.		
		(Nome of Program	Administr	olor)	

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	Covanta Energy, Inc.	Data David A L	
Project Name:	"BEST" Implementation Program	Date Completed	July 2007

NO.	CRITERIA		
1	Ability to meet client's expectations	UNIT	<u> </u>
2	Abillity to provide technical direction	(1-10)	10
3	Ability to provide male all and the to a	(1~10)	10
4	Ability to provide project and strategic direction	(1-10)	10
	Ability to develop resources within the project(s)	(1-10)	10
	Ability to communicate	(1-10)	
	Ability to identify and minimize the user's risk	(1-10)	10
	Leddership ability (minimize the need of outpartained with the	(1-10)	10
8	Tool control level in him the company/individual same have		10
		(1-10)	10
10	Ability to address and manage change	(1-10)	*
10]	Quality of work - Service and Product	(1-10)	<u> </u>

Printed Name (of Evaluator) U.P.

Signature (of Evaluator)

Survey Questionnaire – Boise State University

				Survey ID	104
To:	Santosh Joshi			· •	
	(Nome of person completing survey)				
Phone:	(571) 208-9474		Fax:		
Subject:	Past Performance Survey of:	N/A			
		(Nome of Cor	тралу)		
		Doug Gos	inell		
		(Name of Pro	gram Administrator)		· · · · · · · · · · · · · · · · · · ·

Boise State University is implementing a process that collects past performance information on vendors and their key personnel. The vendor/individual listed above has listed you as a client for which they have previously performed work on. The University greatly appreciates your time in completing this survey.

Rate each of the criteria on a scale of 1 to 10, with 10 representing that you were very satisfied and 1 representing that you were very unsatisfied. Please rate each of the criteria to the best of your knowledge. If you do not have sufficient knowledge in a particular area, please leave it blank.

Client Name:	Freddie Mac	Date Completed	Dec. 2009
Project Name:	HCM Planning, Upgrade, and Sub-Projects	-	······································

NO.	CRITERIA	UNIT	
1	Ability to meet client's expectations	(1-10)	9
2	Ability to provide technical direction	(1-10)	8
3	Ability to provide project and strategic direction	(1-10)	
4	Ability to develop resources within the project(s)	(1-10)	
5	Ability to communicate	[1-10]	9
6	Ability to identify and minimize the user's risk	(1-10)	8
_7	Leadership ability (minimize the need of owner/client direction)	(1-10)	9
8	Your comfort level in hiring the company/individual again based on performance	(1-10)	10
9	Ability to address and manage change	(1-10)	•
10	Quality of work - Service and Product	(1-10)	9

Santosh Joshi

5 3 2011

Printed Name (of Evaluator)

Signature (of Evaluator)

ATTACHMENT E Cost Proposal Form

SECTION 1 - COST PROPOSAL

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Total Cost (not to exceed, fully burdened rate): \$1,200,000

SECTION 2 - COST PROPOSAL OF VALUE-ADDED OPTIONS

Provide the information below for potential Value-Added Options listed in Attachment E. Indicate the increase or decrease to the fully-burdened Total Cost for Services for the items below:

No	CRITERIA	Hourly	Total Cost
1	Adding PMO support resource (while adding this resource would increase the overall cost, we anticipate it will be significantly lower than our competitors can provide)	\$	\$ \$496,000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$

Cost Breakdown

Base Hourly Rate		\$200
Fully Burdened Rated		\$242
Estimated Weekly Exper	ises	
Hotel		\$591
Meals (Idaho per diem ra	ite)	\$184
Rental Car		\$170
Airfare		\$582
Ground Transport to Air	port	\$150
	Weekly Total	\$1,677

ATTACHMENT G QUALIFICATION QUESTIONNAIRE

No.	Criteria	Response
1	How many years has your company been continuously active in project and strategic management consulting (under the current business name)?	9
2	Provide the number of projects where the proposed resource has provided project management and technical direction for system implementations.	16
3	Identify the number of ERP implementations where the proposed resource has served in a lead capacity (project or strategic management)	14
4	Has the proposed resource implemented data warehouse and business Intelligence applications in a University setting?	Yes
5	Has the proposed resource implemented PeopleSoft ERP suites (Finance, Campus Solutions or HCM) in the last 5 years?	Xes No
6	Has the proposed resource implemented web applications or a portal in a University environment?	⊠ Yes □ No
7	Are you or your company currently disqualified, de-listed or barred from doing business with the State of Idaho or Boise State University? (If you answer "Yes" your proposal will be disqualified)	☐ Yes ⊠ No
8	Are you or your company currently disqualified, de-listed or barred from doing business with any federal or state agency?	☐ Yes ⊠ No
9	Have you or your company provided similar project management consulting for other colleges or universities?	X Yes
10	Identify the number of similar project management consulting jobs that you or your company has managed:	│ None │ 1-5 │ > 6
11	Have any claims been made or lawsuits filed against you or your company for non-performance or inadequate performance as a project management consultant?	☐ Yes ⊠ No
12	Is the proposed resource well versed in regulations that must be maintained within the ERP systems in Higher Education such as FERPA, HIPPA, GASB and others?	Xes No

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ATTACHMENT 1

Attachment #4

STATE OF IDAHO TERMS AND CONDITIONS

1. DEFINITIONS: Unless the context requires otherwise, all terms not defined below shall have the meanings defined in Idaho Code Section 67-5716 or IDAPA 38.05.01.011.

A. Agreement – Any State written contract, lease or purchase order including solicitation or specification documents and the accepted portions of the submission for the acquisition of Property. An Agreement shall also include any amendments mutually agreed upon by both parties.

B. Contractor - A vendor who has been awarded an Agreement.

C. Property – Goods, services, parts, supplies and equipment, both tangible and intangible, including, but not exclusively, designs, plans, programs, systems, techniques and any rights and interest in such property.

D. State – The State of Idaho including each agency, and Boise State University ("University"), unless the context implies other states of the United States.

2. TERMINATION: State, at its sole discretion, can terminate this contract upon ten (10) business days' written notice to Contractor. If State terminates the contract prior to the end date, State will work with Contractor to resolve all outstanding invoices for work completed, up to and including the termination date. State agrees to pay all expenses necessarily incurred up to the final day of project work. State shall pay invoices within thirty (30) days of receipt of such invoice.

3. RENEWAL OPTIONS: Upon mutual agreement by both parties (unless otherwise modified by a special contract term, condition, or specification), this Agreement may be extended under the same terms and conditions for one (1) year intervals or the time interval equal to the original contract period.

4. PRICES: Prices shall not fluctuate for the period of the Agreement and any renewal or extension, unless otherwise specified by the State in the bidding documents or other terms of the Agreement. Prices include all costs associated with shipping and delivery to the F.O.B. destination address, prepaid and allowed. If installation is requested by the State or specified in the State's solicitation documents, pricing shall include all charges associated with a complete installation at the location specified.

5. ADMINISTRATIVE FEE:

A. Application of Administrative Fee:

1. All Purchase Orders (PO) and Contract Purchase Orders (CPO) issued through the Idaho eProcurement System (IPRO) shall be subject to an Administrative Fee of one point two five percent (1.25%) of the value of the Agreement, unless the PO or CPO is exempted as described below. The Administrative Fee will apply to all PO and CPO Awards issued through IPRO, regardless of Contractor's mode of response submission to the solicitation (i.e. manual or electronic).

2. Subsequent renewals, amendments or change orders to the initial PO or CPO, which result in an increased Agreement value, will constitute an incremental or additional award for which an additional Administrative Fee will apply; however, the additional Administrative Fee will be a Flat Fee, applied as follows:

Original value + all amendments Flat Fee \$50,000 - \$1 Million \$500 \$1 Million - \$8 Million \$1000 \$8 Million + \$2000

3. Regardless of the number of renewals, amendments, and/or change orders, the total aggregate Administrative Fee assessed per PO or CPO will not exceed one hundred thousand dollars (\$100,000).

4. A contractor's failure to consider the Administrative Fee when preparing its solicitation response shall not constitute or be deemed a waiver by the State of any Administrative Fees owed by Contractor as a result of a PO or CPO Award issued through IPRO.

B. Administrative Fee Exemptions:

1. Notwithstanding any language to the contrary, the Administrative Fee referenced in Section 5.A, above, will not apply to contracts with an original awarded value of less than \$50,000; or to contracts issued through IPRO without a competitive solicitation, e.g. Emergency Procurements (EPA), Sole Source Procurements (SSA), Exempt Purchases (EXPO), awards issued under Delegated Purchase Authority (DPA), and orders placed against WSCA/NASPO or other cooperative contracts (PADD) that are exempt from the requirements for competitive bidding.

2. The Administrative Fee referenced in Section 5.A., above, will not apply to Blanket Purchase Orders (BPO) or Statewide Blanket Purchase Orders (SBPO); however, BPOs and SBPOs (like PADDs) may have a separate Administrative Fee applied to orders placed against the contract, as specifically described in the individual BPO or SBPO.

3. The State may also exempt a specific PO or CPO from the Administrative Fee requirement.

C. Payment of Administrative Fee: Contractor will remit the Administrative Fee applicable to a PO

or CPO, as described in Section 5.A., above, to the IPRO Administrator, SicommNet, Inc., as follows:

Standard TC (Revised 7-12-11)

BAHR - SECTION II

1. Awards with a firm delivery date: SicommNet, Inc. will invoice Contractor for the Administrative Fee on or after the delivery date provided in the Agreement, with payment due thirty (30) days after receipt of invoice.

2. Awards with a contract start and end date: SicommNet, Inc. will invoice Contractor on either a quarterly, monthly or "per payment" basis; or may offer Contractor a prepayment option. Payment will be due thirty (30) days after receipt of each invoice.

- D. Refund of Administrative Fees: In the event that a PO or CPO is cancelled by the State through no fault of the Contractor, or if item(s) are returned by the State through no fault, act, or omission of the Contractor after the sale of any such item(s) to the State, the State will direct SicommNet, Inc. to refund the Contractor any Administrative Fees remitted to SicommNet, Inc. Administrative Fees will not be refunded or returned when an item is rejected or returned, or declined, or the Agreement cancelled by the State due to the Contractor's failure to perform or comply with specifications or requirements of the Agreement. If, for any other reason, the Contractor, or the State withholds payment because of the assessment of liquidated damaes, the Administrative Fee assessed on the PO or CPO will not be refunded in whole or in part.
- E. Failure to Remit Administrative Fees: If a Contractor fails to remit the Administrative Fee, as provided in Section 5.C. above, the State, at its discretion, may declare the Contractor in default; cancel the Agreement or award; assess and recover re-procurement costs from the Contractor (in addition to all outstanding Administrative Fees); seek State or Federal audits, monitoring or inspections; exclude Contractor from participating in future solicitations; and/or suspend Contractor's online account.

6. CHANGES/MODIFICATIONS: Changes of specifications or modification of this Agreement in any particular can be affected only upon written consent of the Division of Purchasing, but not until any proposed change or modification has been submitted in writing, signed by the party proposing the said change.

7. CONFORMING PROPERTY: The Property shall conform in all respects with the specifications or the State's solicitation documents. In event of nonconformity, and without limitation upon any other remedy, the State shall have no financial obligation in regard to the non-conforming goods or services.

8. OFFICIAL, AGENT AND EMPLOYEES OF THE STATE NOT PERSONALLY LIABLE: In no event shall any official, officer, employee or agent of the State be in any way personally liable or responsible for any covenant or agreement herein contained whether expressed or implied, nor for any statement, representation or warranty made herein or in any connection with this Agreement.

9. CONTRACT RELATIONSHIP: It is distinctly and particularly understood and agreed between the parties hereto that the State is in no way associated or otherwise connected with the performance of any service under this Agreement on the part of the Contractor or with the employment of labor or the

ATTACHMENT 1

incurring of expenses by the Contractor. Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind. The Contractor shall exonerate, defend, indemnify and hold the State harmless from and against and assume full responsibility for payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security, workman's compensation and income tax laws with respect to the Contractor or Contractor's employees engaged in performance under this Agreement. The Contractor will maintain any applicable workman's compensation insurance as required by law and will provide certificate of same if requested. There will be no exceptions made to this requirement and failure to provide a certification of workman's compensation insurance may, at the State's option, result in cancellation of this Agreement or in a contract price adjustment to cover the State's cost of providing any necessary workman's compensation insurance. The contractor must provide either a certificate of workman's' compensation insurance issued by a surety licensed to write workman's' compensation insurance in the State of Idaho, as evidence that the contractor has in effect a current Idaho workman's compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission. The State does not assume liability as an employer.

10. ANTI-DISCRIMINATION/EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Acceptance of this Agreement binds the Contractor to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Act of 1990, are also incorporated into this Agreement. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. The Contractor must include this provision in every subcontract relating to this Agreement.

11. TAXES: The State is generally exempt from payment of state sales and use taxes and from personal property tax for property purchased for its use. The State is generally exempt from payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service

(Chapter 32 Internal Revenue Code [No. 82-73-0019K]). Exemption certificates will be furnished as required upon written request by the Contractor. If the Contractor is required to pay any taxes incurred as a result of doing business with the State, it shall be solely and absolutely responsible for the payment of those taxes. If, after the effective date of this Agreement, an Idaho political subdivision assesses, or attempts to assess, personal property taxes not applicable or in existence at the time this Agreement becomes effective, the State will be responsible for such personal property taxes, after reasonable time to appeal. In no event shall the State be responsible for personal property taxes affecting items subject to this Agreement at the time it becomes effective.

12. SAVE HARMLESS: The Parties agree that to the extent permitted by law each will indemnify, defend, and hold harmless the other Party and its officers, directors, employees, and contractors from any third party claim for personal injury, property damage, or intellectual property infringement which arises from the gross negligence or intentional wrongdoing of the indemnifying Party. Notwithstanding the foregoing, nothing herein shall be construed as a waiver of the State's sovereign immunity or any other protection afforded the University as an agency of the State of Idaho, including but not limited to the protections afforded the State under the Idaho Tort Claims Act. The State acknowledges that Contractor makes no representations regarding and accepts no indemnification obligation with regard to any Oracle/PeopleSoft software.

The State's sole remedy hereunder shall be return of fees paid to Contractor for any service which the State demonstrates to be in breach hereof or otherwise actionable by the State. In no event shall Contractor be liable for consequential, indirect, exemplary, punitive, or incidental damages, including, without limitation, lost data or lost profits, however arising even if it has been advised of a possibility of such damages, including, lost data or lost data or lost profits, however arising, even if it has been advised of a possibility of such damages. In no event shall Contractor's liability hereunder exceed the amount paid by the State hereunder, whether arising out of contract, warranty, strict liability, or any other cause of action, excluding acts of gross negligence or intentional tort. The State acknowledges that it is waiving any right to recovery under any state's unfair competition/unfair and deceptive acts or practices statute (or similarly named statutes) to the extent such recovery (including any attorney's fee award) exceeds amounts paid by the State to Contractor pursuant to this Agreement.

13. ORDER NUMBERS: The Contractor shall clearly show the State's Agreement order numbers or purchase order numbers on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.

14. CONTRACTOR RESPONSIBILITY: The Contractor is responsible for furnishing and delivery of all Property included in this Agreement, whether or not the Contractor is the manufacturer or producer of such Property. Further, the Contractor will be the sole point of contact on contractual matters, including payment of charges resulting from the use or purchase of Property.

15. SUBCONTRACTING: Unless otherwise allowed by the State in this Agreement, the Contractor shall not, without written approval from the State, enter into any subcontract relating to the performance of

this Agreement or any part thereof. Approval by the State of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the State shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and remain liable for all damages to the State caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its sub-subcontractor.

16. COMMODITY STATUS: It is understood and agreed that any item offered or shipped shall be new and in first class condition and that all containers shall be new and suitable for storage or shipment, unless otherwise indicated by the State in the specifications. Demonstrators, previously rented, refurbished, or reconditioned items are not considered "new" except as specifically provided in this section. "New" means items that have not been used previously and that are being actively marketed by the manufacturer or Contractor. The items may contain new or minimal amounts of recycled or recovered parts that have been reprocessed to meet the manufacturer's new product standards. The items must have the State as their first customer and the items must not have been previously sold, installed, demonstrated, or used in any manner (such as rentals, demonstrators, trial units, etc.). The new items offered must be provided with a full, unadulterated, and undiminished new item warranty against defects in workmanship and materials. The warranty is to include replacement, repair, and any labor for the period of time required by other specifications or for the standard manufacturer or vendor warranty, whichever is longer.

17. SHIPPING AND DELIVERY: All orders will be shipped directly to the ordering agency at the location specified by the State, on an F.O.B. Destination freight prepaid and allowed basis with all transportation, unloading, uncrating, drayage, or other associated delivery and handling charges paid by the Contractor. "F.O.B. Destination", unless otherwise specified in the Agreement or solicitation documents, shall mean delivered to the State Agency Receiving Dock or Store Door Delivery Point. The Contractor shall deliver all orders and complete installation, if required, within the time specified in the Agreement. Time for delivery commences at the time the order is received by the Contractor.

18. INSTALLATION AND ACCEPTANCE: When the purchase price does not include installation, acceptance shall occur fourteen (14) calendar days after delivery; unless the State has notified the Contractor in writing that the order does not meet the State's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. When installation is included, acceptance shall occur fourteen (14) calendar days after completion of installation; unless the State has notified the Contractor in writing that the order does not meet the State's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. If an order is for support or other services, acceptance shall occur fourteen (14) calendar days after completion days after completion, unless the State has notified the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor's established test procedures or programs.

19. RISK OF LOSS: Risk of loss and responsibility and liability for loss or damage will remain with Contractor until acceptance when responsibility will pass to the State except as to latent defects, fraud

and Contractor's warranty obligations. Such loss, injury or destruction shall not release the Contractor from any obligation under this Agreement

20. INVOICING: ALL INVOICES are to be sent directly to the **ORDERING AGENCY ONLY**. The Agreement number and/or purchase order number is to be shown on all invoices. In no case are invoices to be sent to the Division of Purchasing.

21. ASSIGNMENTS: No Agreement or order or any interest therein shall be transferred by the Contractor to whom such Agreement or order is given to any other party without the approval in writing of the Administrator, Division of Purchasing. Transfer of an Agreement without approval shall cause the annulment of the Agreement so transferred, at the option of the State. All rights of action, however, for any breach of such Agreement are reserved to the State. (Idaho Code Section 67-5726[1])

22. PAYMENT PROCESSING: Idaho Code Section 67-5735 reads as follows: "Within ten (10) days after the property acquired is delivered as called for by the bid specifications, the acquiring agency shall complete all processing required of that agency to permit the contractor to be reimbursed according to the terms of the bid. Within ten (10) days of receipt of the document necessary to permit reimbursement of the contractor according to the terms of the contract, the State Controller shall cause a warrant to be issued in favor of the contractor and delivered."

23. COMPLIANCE WITH LAW, LICENSING AND CERTIFICATIONS: Contractor shall comply with ALL requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by Contractor pursuant to this Agreement. For the duration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules.

24. PATENTS AND COPYRIGHT INDEMNITY:

A. Contractor shall indemnify and hold the State harmless and shall defend at its own expense any action brought against the State based upon a claim of infringement of a United States' patent, copyright, trade secret, or trademark for Property purchased under this Agreement. Contractor will pay all damages and costs finally awarded and attributable to such claim, but such defense and payments are conditioned on the following: (i) that Contractor shall be notified promptly in writing by the State of any notice of such claim; (ii) that Contractor shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise and State may select at its own expense advisory counsel; and (iii) that the State shall cooperate with Contractor in a reasonable way to facilitate settlement or defense of any claim or suit.

B. Contractor shall have no liability to the State under any provision of this clause with respect to any claim of infringement that is based upon: (i) the combination or utilization of the Property with machines or devices not provided by the Contractor other than in accordance with Contractor's previously established specifications unless such combination or utilization

was disclosed in the specifications; (ii) the modification of the Property unless such modification was disclosed in the specifications; or (iii) the use of the Property not in accordance with Contractor's previously established specifications unless such use was disclosed in the specifications.

C. Should the Property become, or in Contractor's opinion be likely to become, the subject of a claim of infringement of a United States' patent, the Contractor shall, at its option and expense, either procure for the State the right to continue using the Property, to replace or modify the Property so that it becomes non-infringing, or to grant the State a full refund for the purchase price of the Property and accept its return.

25. CONFIDENTIAL INFORMATION: Pursuant to this Agreement, Contractor may collect, or the State may disclose to Contractor, financial, personnel or other information that the State regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the State. Contractor shall use such Confidential Information only in the performance of its services under this Agreement and shall not disclose Confidential Information or any advice given by it to the State to any third party, except with the State's prior written consent or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the State. The State may require that Contractor's officers, employees, agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be returned to the State upon termination of this Agreement. The confidential Information shall not include data or information that:

A. Is or was in the possession of Contractor before being furnished by the State, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with or other obligation of secrecy to the State;

B. Becomes generally available to the public other than as a result of disclosure by Contractor; or

C. Becomes available to Contractor on a non-confidential basis from a source other than the State, provided that such source is not known by Contractor to be subject to a confidentiality agreement with or other obligation of secrecy to the State.

26. USE OF THE STATE OF IDAHO NAME: Contractor shall not, prior to, in the course of, or after performance under this Agreement, use the State's name in any advertising or promotional media, including press releases, as a customer or client of Contractor without the prior written consent of the State.

27. APPROPRIATION BY LEGISLATURE REQUIRED: The State is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate 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 State reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if,

in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the State to continue such payments, or requires any return or "give-back" of funds required for the State to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to the Contractor. It is understood and agreed that the State's payments herein provided for shall be paid from Idaho State Legislative appropriations.

28. FORCE MAJEURE: Neither party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases the Contractor shall notify the State promptly in writing of any cause for delay and the State concurs that the delay was beyond the control and without the fault or negligence of the Contractor. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of the Contractor's finances shall not be a Force Majeure.

29. GOVERNING LAW AND SEVERABILITY: This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. In the event any term of this Agreement is held to be invalid or unenforceable by a court, the remaining terms of this Agreement will remain in force.

30. ENTIRE AGREEMENT: This Agreement is the entire agreement between the parties with respect to the subject matter hereof. Where terms and conditions specified in the Contractor's response differ from those specifically stated in this Agreement, the terms and conditions of this Agreement shall apply. In the event of any conflict between these standard terms and conditions and any special terms and conditions applicable to this acquisition, the special terms and conditions will govern. This Agreement may not be released, discharged, changed or modified except by an instrument in writing signed by a duly authorized representative of each of the parties.

31. PRIORITY OF DOCUMENTS: This Agreement consists of and precedence is established by the order of the following documents:

- 1. The purchase order;
- 2. The original solicitation document, as modified by the attached pre-award documents; and
- 3. Contractor's signed bid, quotation, or offer, as modified by the attached pre-award documents.

The Solicitation and the Contractor's proposal accepted by the State are incorporated herein by this reference. The parties intend to include all items necessary for the proper completion of the scope of work. The documents set forth above are complementary and what is required by one shall be binding

as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency. Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsistency shall be deemed to occur.

Where terms and conditions specified in the Contractor's proposal differ from the terms in this Solicitation, the terms and conditions of this Solicitation shall apply. Where terms and conditions specified in the Contractor's proposal supplement the terms and conditions in this solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the Division of Purchasing in writing.

32. PUBLIC RECORDS: Pursuant to Idaho Code Section 9-335, et seq., information or documents received from the Contractor may be open to public inspection and copying unless exempt from disclosure. The Contractor shall clearly designate individual documents as "exempt" on each page of such documents and shall indicate the basis for such exemption. The State will not accept the marking of an entire document as exempt. In addition, the State will not accept a legend or statement on one (1) page that all, or substantially all, of the document is exempt from disclosure. The Contractor shall indemnify and defend the State against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring such a designation or for the Contractor's failure to designate individual documents as exempt. The Contractor's failure to designate as exempt any document or portion of a document that is released by the State shall constitute a complete waiver of any and all claims for damages caused by any such release. If the State receives a request for materials claimed exempt by the Contractor, the Contractor shall provide the legal defense for such claim.

33. NOTICES: Any notice which may be or is required to be given pursuant to the provisions of this Agreement shall be in writing and shall be hand delivered, sent by facsimile, prepaid overnight courier or United States' mail as follows. For notice to the State, the address and facsimile number are:

State of Idaho Division of Purchasing 650 W State Street – Room B15 P.O. Box 83720 Boise, ID 83720-0075 208-327-7465 (phone) 208-327-7320 (fax)

For notice to the Contractor, the address or facsimile number shall be that contained on the Contractor's bid, quotation or proposal. Notice shall be deemed delivered immediately upon personal service or facsimile transmission (with confirmation printout), the day after deposit for overnight courier or forty-eight (48) hours after deposit in the United States' mail. Either party may change its address or facsimile number by giving written notice of the change to the other party.

34. NON-WAIVER: The failure of any party, at any time, to enforce a provision of this Agreement shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of such party thereafter to enforce each and every provision hereof.

35. ATTORNEYS' FEES: In the event suit is brought or an attorney is retained by any party to this Agreement to enforce the terms of this Agreement or to collect any moneys due hereunder, the prevailing party shall be entitled to recover reimbursement for reasonable attorneys' fees, court costs, costs of investigation and other related expenses incurred in connection therewith in addition to any other available remedies.

36. RESTRICTIONS ON AND WARRANTIES – ILLEGAL ALIENS: Contractor warrants that any contract resulting from this Solicitation is subject to Executive Order 2009-10

[http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html]; it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States; it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States constitutes a material breach and shall be cause for the imposition of monetary penalties up to five percent (5%) of the contract price, per violation, and/or termination of its contract. If its contract is for the provision of services or for the sale or lease/licensing of computer software, Contractor further warrants that its contract is subject to Executive Order 2007-09 [http://gov.idaho.gov/mediacenter/execorders/eo07/eo_2007_09.html] and that it must notify the Division of Purchasing in advance if, during the term of its contract, it seeks to shift services or work that it represented would be done inside the United States to outside the United States. Failure to obtain the consent of the Division of Purchasing for such shift constitutes a material breach.

37. NON-SOLICIATION: During the term of this Agreement and for a period of one year thereafter, neither party shall solicit for employment an employee of the other party who has been directly involved with the receipt or provision of services under this Agreement. This restriction shall not apply to employees who respond to a general public solicitation not targeted toward that individual, to individuals who have left the employ of the other party prior to any solicitation, or to employees who approach the other party about employment without having been solicited.

38. OWNERSHIP AND PROPRIETARY RIGHTS: Ownership of Pre-existing Materials. Client acknowledges and agrees that Contractor is the sole and exclusive owner of all rights, including but not limited to all patent rights, copyrights, trade secrets, trademarks, and other proprietary rights in the systems, programs, specifications, user documentation, and other materials used by Contractor in the course of its provision of services hereunder which were in existence prior to the execution of this Agreement (collectively "Contractor's Materials"). The State also acknowledges and agrees that in entering into this Agreement, the State acquires no rights in Contractor's Materials. The State shall not copy, transfer, sell, distribute, assign, display, or otherwise make Contractor's Materials available to third parties. The State agrees to secure and protect each module, software product, piece of documentation, and every other portion of Contractor's Materials so as to protect all of Contractor's rights therein.

Ownership of Tangible Work Product. The tangible property and work products created by Contractor pursuant to this Agreement ("Work Product ") shall mutually belong to the State and Contractor.

Ownership of Data Processing Know-how. The State recognizes that Contractor's business depends substantially upon the accumulation of learning, knowledge, data, techniques, tools, processes, and generic materials that it utilizes and develops in its client engagements. Accordingly, to the extent material that is used in, enhanced, or developed in the course of providing Services hereunder is of a general abstract character, or may be generically re-used, and does not contain Confidential Information of the State, then Contractor will be entitled to use such material including, without limitation: methodologies; delivery strategies, approaches and practices; generic software tools, routines, and components; generic content, research and background materials; training materials; application building blocks; templates; analytical models; project tools; development tools; inventions; solutions and descriptions thereof; ideas; and know-how (collectively "Know-how"). To the extent such Know-how is contained or reflected in the Work Product, Contractor hereby grants the State a fully paid up, perpetual license to use such Know-how only for its internal business. The State will not sublicense or sell Know-How to any third party, and will not use or exploit the Know-How to compete with the information technology and consulting business of Contractor.

39. WARRANTY: Contractor warrants that (a) the services it provides hereunder will be performed in a professional and workmanlike manner in accordance with industry standards; (b) it has the authority to enter into this Agreement; and (c) it will perform the Services in a manner that complies with all applicable laws and regulations. The State agrees that all development work performed under this Agreement using PeopleTools, Fusion Middleware development tools, or other third-party proprietary development and integration tools shall be subject to the limitations, if any, of the State's license agreements with Oracle or such other third-party software vendors.

Contractor disclaims and excludes all other express and implied warranties concerning its services, including but not limited to the warranties of merchantability, title, non-infringement, and fitness for a particular purpose, whether arising under statutory or common law.

ATTACHMENT 1

Attachment #5

estions VICAL LEAD QUESTION FORM **Boise State University** RFP #NS11-107 - |

Response Recommendations are acceptable. Correction: notice of cancellation sentence, Section 5.13 should read: Upon request by the University,	the vendor is required to provide a Certificate of Insurance from an insurance company licensed to do business in the State of Idaho, with a minimum AM Best rating of A-, and signed by an authorized agent. The vendor will provide a minimum sixty (60) day cancellation notice.	Correction: the additional insured sentence, Section 5.13 should read. <i>The certificate must show Boise</i> <i>State University and the State of Idaho as additional</i> <i>insured for Commercial General Liability and</i> <i>Automobile Liability.</i>	Agree in principle only, as we are not in the contract negotiation phase yet.
Question Term: Section 5.13, Insurance the provision regarding notice of cancellation and, as to professional liability insurance, the provision regarding additional insured.	Rationale: As the University is probably aware, certificates of insurance no longer include a cancellation notice provision. The additional insured language does not typically apply to professional liability policies.	Recommended: Add provision that Vendor will provide 60 days notice of cancellation of insurance; delete additional insured requirement regarding professional liability insurance. Explanation: Vendor does not believe the recommended verbiage changes the position of the University. It provides the same protections,	but is consistent with vendor's insurance. Term: Save Harmless (provision 13) Rationale: The Save Harmless provision is different from the save harmless agreement entered into by the vendor and Boise State in a recently
RFP Page 14			11
RFP Section 5.13			4.2
Question			5

	Agree in principle only, as we are not in the contract negotiation phase yet.
Question negotiated contract. Recommended: The Parties agree that to the extent permitted by law each will indemnify, defend, and hold harmless the other Party and its officers, directors, employees, and contractors from any third party claim for personal injury, property damage, or intellectual property infringement which arises from the gross negligence or intentional wrongdoing of the indemnifying Party. Notwithstanding the foregoing, nothing herein shall be construed as a waiver of Client's sovereign immunity or any other protection afforded Client as an agency of the State of Idaho, including but not limited to the protections afforded Client under the Idaho Tort Claims Act. Client acknowledges that Consultant makes no representations regarding and accepts no indemnification obligation with regard to any Oracle/PeopleSoft software. Explanation: This is language previously agreed to by the parties which balances their interests.	Term: Vendor seeks to add a limitation of liability provision identical to that included in prior negotiated contract between vendor and the University. Rationale: No provision included in the standard terms; vendor raises it here to avoid having consideration of the issue excluded in contract negotiations.
RFP Page	11
RFD Section	4.2
Question	m

Page 2 of 14

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	Agree in principle only, as we are not in the contract	negotiation phase yet.
Recommended Provision: The University's sole remedy hereunder shall be return of fees paid to Contractor for any service which the University demonstrates to be in breach hereof or otherwise actionable by the University. In no event shall Contractor be liable for consequential, indirect, exemplary, punitive, or incidental damages, including, without limitation, lost data or lost profits, however arising even if it has been advised of a possibility of such damages, including, without limitation, lost data or lost however arising, even if it has been advised of a possibility of such damages. In no event shall Contractor's liability hereunder exceed the amount paid by the University hereunder, whether arising out of contract, warranty, strict liability, negligence, any other tort, including intentional torts, or any other corts or practices statute (or similarly named statutes) to the extent such recovery (including any attorney's fee award) exceeds amounts paid by the University to Contractor pursuant to this Agreement. Explanation: The agreed upon language balances	the risks between the parties and reflects the interactive nature of the contract. Term: Vendor seeks to add a non-solicitation	provision identical to that included in prior
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	4.2	
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IT Roadmap Project Manager, Strategy and Technical Lead

Response				Agree in principle only, as we are not in the contract negotiation phase yet. It makes sense to protect the vendor's property, processes and knowledge. This provision clearly lays out mutual ownership of deliverables. This provision will need to be carefully reviewed at the contract negotiation phase as there may be a number of materials used that have
Question negotiated contract between vendor and the University.	Rationale: No provision included in the standard terms; vendor raises it here to avoid having consideration of the issue excluded in contract negotiations.	Recommended Provision: During the term of this Agreement and for a period of one year thereafter, neither party shall solicit for employment an employee of the other party who has been directly involved with the receipt or provision of services under this Agreement. This restriction shall not apply to employees who respond to a general public solicitation not targeted toward that individual, to individuals who have left the employ of the other party prior to any solicitation, or to employees who approach the other party about employment without having been solicited.	Explanation: As previously agreed, it balances the parties' risks of having valuable employees it has trained hired by the other party.	Term: Vendor seeks to add a provision relating to ownership of intellectual property identical to that included in prior negotiated contract between vendor and the University. Rationale: No provision included in the standard terms; vendor raises it here to avoid having
RFP Section RFP Page				4.2 11
Question				ი 4

RFP #NS11-107 - Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 4 of 14

Response been/will be developed by Boise State University of which the University will need to ensure the University retains ownership.			ATTACHMENT
	Recommended: Ownership and Proprietary Rights Ownership of Pre-existing Materials. Client acknowledges and agrees that Consultant is the sole and exclusive owner of all rights, including but not limited to all patent rights, copyrights, trade secrets, trademarks, and other proprietary rights in the systems, programs, specifications, user documentation, and other materials used by Consultant in the course of its provision of	services hereunder which were in existence prior to the execution of this Agreement (collectively "Consultant's Materials"). Client also acknowledges and agrees that in entering into this Agreement, Client acquires no rights in Consultant's Materials. Client shall not copy, transfer, sell, distribute, assign, display, or otherwise make Consultant's Materials available to third parties. Client agrees to secure and protect each module, software product, piece of documentation, and every other portion of Consultant's Materials so as to protect all of	Consultant's rights therein. Ownership of Tangible Work Product. The tangible property and work products created by Consultant pursuant to this Agreement ("Work Product ") shall mutually belong to Client and Consultant. Ownership of Data Processing Know-how. Client recognizes that Consultant's business depends
Question RFP Section RFP Page			

BAHR - SECTION II

ATTACH	he contrac W	1
Response	Agree in principle only, as we are not in the contract negotiation phase yet.	Page 6 of 14
Question substantially upon the accumulation of learning, knowledge, data, techniques, tools, processes, and generic materials that it utilizes and develops in its client engagements. Accordingly, to the extent material that is used in, enhanced, or developed in the course of providing Services hereunder is of a general abstract character, or may be generically re-used, and does not contain Confidential Information of Client, then Consultant will be entitled to use such material including, without limitation: methodologies; delivery strategies, approaches and practices; generic content, research and background materials; training materials; application building blocks; templates; analytical models; project tools; development tools; inventions; solutions and descriptions thereof; ideas; and know-how (collectively "Know-how"). To the extent such Know-how is contained or reflected in the Work Product, Consultant hereby grants Client a fully paid up, perpetual license to use such Know-how only for its internal business. Client will not sublicense or sell Know-How to and will not use or exploit the Know-How to compete with the information technology and consulting business of Consultant. Explanation: As previously agreed, it balances the parties' rights in intellectual property.	Term: Vendor seeks to add a provision relating to warranty identical to that included in prior	
RFP Page	11	
RFP Section	4.2	RFP #NS11-107 – Amendment No. 1
Question	9	RFP #NS11.

Response		ATTACHMENT 1
ce Question Dependent of the University.	Rationale: No provision included in the standard terms; vendor raises it here to avoid having consideration of the issue excluded in contract negotiations.	INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF MERCHANTABILITY, TITLE, NON- INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE, WHETHER ARISING UNDER STATUTORY OR COMMON LAW. Explanation: As previously agreed, it balances the
Question RFP Section RFP Page		

RFP #NS11-107 – Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 7 of 14

Question 7	RFP Section Attachment A	RFP Page 17	Question parties' rights in intellectual property. In the checklist at the bottom of the page, please	You refer to Section 3.2.1 Cost Breakout. For
			Cost Breakout. How is this different from the previous item: Attachment E Cost proposal form?	Proposal Form.
				Correction: Section 3.2.1.5 should read: Cost Breakout. Cost submittal <u>broken out</u> by major areas is not rated by the selection committee or weighted in the scoring. There is no required format to the cost breakout. The <u>Total Cost</u> submitted in Section 1
				of Attachment E will be weighted in the scoring, but the cost breokout will not be. (See Attachment E).
				For the <u>cost breakout, the</u> University is asking for a fully-burdened hourly rate when the contractor works on campus and an hourly rate when the contractor works at their place of business. Show
				these figures at the bottom of the Cost Proposal page. Again, the cost breakout figures are informational only and will not be rated by the selection committee or weighted in the scoring.
ø	Attachment E	27	SECTION 2 – COST PROPOSAL OF VALUE-ADDED OPTIONSAttachment E Shouldn't SECTION 2 refer toAttachment C?	Yes.
S	RFP Administrative Information	Page 3	On Page 3, the "Initial Term of Contract" is stated as June 27, 2011 through December 31, 2013. This equates to 2.5 years.	The project is for 2.5 years from June 27, 2011 through December 31, 2013. The overall projector would consist of approximately 124 project week
	And Exhibit 1	Page 33	On Page 33, the "Expectation" states that the project full time hours are 5,520 over the course	and approximately 4,960 Hours assuming 40 hour
				1

RFP #NS11-107 -- Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 8 of 14

Question	RFP Section	RFP Page	Question	Response
			of 3 years. Please clarify whether the contract is for 2.5 years or 3 years.	
10	RFP Administrative Information And Exhibit 1	Page 3	Initial Term of Contract states June 27, 2010.	Correction: Section 1. Initial Term of Contract should read: June 27, 2011.
11	3.2.1	2	Which areas of the organization will be represented on the selection committee?	Representation from primary stakeholder areas will be involved in the selection. Individuals from University Financial Services, Human Resource Services, Student/Enrollment Management, Division of Research, Academia, and OIT will all be involved in the selection.
12	Attachment D	26	Are scanned copies of Past Performance Information (PPI) acceptable, or are faxed copies required?	Per Attachment D, Section 3.8, "All of the returned surveys should be packaged together and submitted with your proposal." Under the Best Value PIPS, each bidder is responsible for making sure that its past clients receive, complete and return the survey questionnaire back to the bidder which submits the completed survey questionnaires packaged together with its proposal. This is different from the process that we have used for traditional bids/proposals.
13	General	N/A	Can we use terms from a previous engagement at Boise State University to govern this project?	No, since you did not submit the specific termed you're asking about in a timely manner during the duestion period for this RFP.
14	General	N/A	Please describe Boise State's role within the State's organization (separate agency, part of the	Boise State University is autonomous in terms o
RFP #NS11_107	RFP #NS11.107 – Amendment No. 1			

RFP #NS11-107 - Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 9 of 14

Question	RFP Section	RFP Page	Question	Response
			University of Idaho System, etc.)	participate in State contracts. As of July 1, 2010, our purchasing authority comes from the State Board of Education instead of the Division of Purchasing.
15	General	N/A	Does Boise State have any technology shared across schools/campuses (e.g. PeopleSoft shared across campuses)?	Boise State University currently is a single campus implementation. That is not expected to change over the course of the project.
16	2.3.1	ъ	What internal resources will be dedicated by Boise State to the Enterprise System Roadmap Program? Specifically what resources will be dedicated for project management and project governance?	Boise State University is planning to devote a significant number of internal resources to work on the projects within the roadmap program. Those individuals will be both full time and part time resources. They will come from the standpoint of management and governance, there is a planned structure for the project. The project will be managed by an overall project. The project will be managed by an overall project director from within Boise State. The director will have a leadership team with a representative from all primary stakeholder areas. These individuals are expected full time on the project. They will be the day to day management team on the project. For governance, we have a 2 level governance structure. First is our IT Priority Committee, that will reported to on a regular basis for state, changes, updates, and issues. They will be our IT Governance Committee. This group will make overall budget, strategic and significant scope decisions.
17	2.3.1	5	Does Boise State have a governance structure in mind for this Enterprise System Roadmap Project?	Yes, the project leadership team as described aboven will be the primary point for project governance
				Γ1

Page 10 of 14

Question	RFP Section	RFP Page	Question	Response
				Above that for governance, we have a 2 level governance structure. First is our IT Priority Committee, that will reported to on a regular basis for state, changes, updates, and issues. They will also be the first point of escalation for scope, cost or schedule change needs. The second team will be our IT Governance Committee. This group will make overall budget, strategic and significant scope decisions.
18	General	N/A	How many stakeholders and from which areas of the organization will be represented on the Enterprise System Roadmap Project?	The stakeholders will be from all primary areas listed above as well as a large number of secondary stakeholders will be included from around the campus. The exact number will be determined as the scope, timeline and overall work effort is determined for each project. The number will fluctuate over the course of the program as different areas are involved in various projects.
19	2.3.1	5	The technical elements of this role will be very challenging, and we anticipate managing multiple subcontractors would make this more complex. Does Boise State anticipate awarding separate parts of the Enterprise System Roadmap Project to multiple Subcontractors?	Multiple vendors is a possibility. We are looking for this position to work primarily with the leadership team. In cases of projects where they are assigned as the project manager, they would be expected, to operate within the project governance and risk management structure for the project.
20	2.3.1:	ъ	Has the university definitively decided on the Peoplesoft solution or will other solutions be evaluated. The RFP specifically states implementation of PS HCM and Finance 9.1 upgrade. Will there be any consideration of other solutions?	PeopleSoft is the selected ERP system. Boise State has made a significant investment there, and that will continue. As the projects move forward, there may be a need to identify or implement 3 rd party solutions that integrate with PeopleSoft. Those will be considered over the course of the project, but the core ERP will not be re-evaluated.
21	3.2.1.1	7	Past Performance Information (PPI) states only (5)	Correction: Section 3.2.1.1 should read: Pase

RFP #NS11-107 – Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 11 of 14

Response	Performance Information (PPI) of (10) similar projects: (5) for "The Vendor" and (5) for "The Project Manager."	All communication, including answers to questions, will be posted on the University's website as an amendment as indicated in Section 1 of this RFP.	Correct. The only items that will be scored are found in Section 3.2.3.	Yes.	Correction: In Attachment C, "Section 7" should read: Sections 3.2.1.2 – 3.2.1.4.	No credit will be given for more surveys than 5/ea for the Vendor and 5/ea for the Project Manager. The sentence "Credit will be given to Vendors with more high performing surveys from different individuals" should have been deleted as shown in the correction below.
Question	similar projectsyet Att D mentions 5 references for the vendor AND 5 for the project manager.	When does BSU anticipate answers to responder questions will be posted and/or how will bidders be notified when answers are posted?	Regarding the format of the proposal, is the University only asking for the attachments provided to be completed given scoring is focused on those attachments? For example, we should not include a page on our project management approach or more detailed information about our core competency outside of the attachments?	ATT B: Confirm sections 3 and 4 were intentionally omitted	ATT C: Refers to page limits in "Section 7" but I don't see this section or any specification of page limits. Can you please provide page limits or reference to page limits in RFP.	What is meant by "Credit will be given to Vendors with more high performing surveys". Would 5 surveys with an average score of 10 be better than 10 surveys with an average of 9? One shows a higher average score while the others shows more experience, consistent delivery and higher volume of satisfied customers.
RFP Page		11	17	18	20	52
RFP Section		4.2:	Attachment A:	ATT B:	ATT C:	ATT D:
Question		22	23	24	25	26

Page 12 of 14

				each.
				Correction: Section 3.2.1.1 should read: <i>Past</i> <i>Performance</i> Information (<i>PP</i> I) of (10) similar projects: (5) for "The Vendor" and (5) for "The Project Manager."
				Correction: Attachment D, Section 2.4 should read: The reference list should include the firm's " <u>best</u> " projects.
- () j	Attachment E Cost Proposal Form:	27	In preparing a not to exceed amount, can we assume that the number of hours will not exceed 5,520? This amount assumes that the scope will remain fixed over the course of a 3 year project and that the project will not exceed 3 years.	The project is for 2.5 years from June 27, 2011 through December 31, 2013. The overall project would consist of approximately 124 project weeks and approximately 4,960 Hours assuming 40 hours per week and excluding travel time.
$\omega \sim < \infty$	Exhibit 1 Statement of Work Section 1, 3.1:	31	Will there be a team of individuals that are responsible for meeting with key stakeholders, documenting requirements, and preparing a design and configuration blueprint?	Yes, there will be a team. We have a separate RFP that will be released shortly seeking technical and functional expertise to work with stakeholders to define process, rules, requirements and configuration.
$101.75 \le 100$	Exhibit 1 Statement of Work Section 3, 3.1:	32	How specifically does the University project management (managing the overall project) role differ from the project manager requested within this RFP? Is it expected that the University will provide a project manager as well? Or is this statement more about the project governance which can include key stakeholders and management?	The organization of the project has all management, consultants and resources reporting to an overall project director. That director will be a Boise State resource. That position is responsible for the overall management of the program. This position will work with the leadership team to insure that project management best practices are followed, project governance is followed, provide technical strategy in areas where Boise State requires assistance and serve as the project manager for assigned projects.

RFP #NS11-107 – Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

Page 13 of 14

ATTACHMENT 1

I have received and read this Amend	ment No. 1:
Name of Bidder:	Date:
Signature of Authorized Agent:	
Printed Name:	

RFP #NS11-107 – Amendment No. 1 IT Roadmap Project Manager, Strategy and Technical Lead

BAHR - SECTION II

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Page 14 of 14

TAB 6 Page 92

ATTACHMENT 1

Attachment #6

Project Financial Summary RFP # NS11-107 Huron									
AHR -	Number of Business Days per Month in 2011	11 Number of Business Days per Month in 2012	Number of Business Days per Konth in 2013	Number of Business Days per Month in 2014			2012 2012	2013 2014 Extension	4 4 50
Come Title	Aug Sep Oct No	Nov Dec Jan Feb Mar Ap May Jun Jul Aug Sep Oct Nov Dec Jan	n Feb Mar Apr May Jun Jul Aug Sep Oct	A Nov Dec Jan Feb Mar Apr Mary Jun	Estmated Total Cost	Estmated Est Annual Cost And			-
Aaiable Days per Month	22 21	2 2 2 1 2 1 3 3 2 3 3 2 2 1 3	20 21 22 23 20 23 22 21	2 23 29 21 22 2	NA	NA	NA	N/A N/A	NA
Estimated Huron Work Days Actual Weeks per Month	21	17 21 21 22 21 22 21 16 23 19 23 20 16 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	20 21 22 22 20 17 22 20 5	19 20 0	NA	NA	NA. P	N/A N/A	N/A
Devel Driector	163 163 163 16	160 138 163 163 176 168 158 128 184 152 154 160 128 176	160 f68 176 178 160 138 176 160	184 152 160 0 0 0 0 0 0 0	\$ 1,000,000	\$ 171,360 \$	411,600 \$	416.640 \$	- 4,760
				Program Manager Fees and Hours \$	\$ 1,000,000	\$ 171,760 \$	411,600 \$	416,640 \$	- 4,760
Proposed Invoking Approach	ing Approach	Payment Detail and Erclusions							
		1) If the success criteria related to a Success Evaluation Quarterly Payment is missed due to circumstances beyond Huron's	stances beyond Huron's	Estimated Expenses (20% of fees)	\$ 200,000	\$ 34,352 \$	82,320 \$	83,328 \$	A'N -
Huron proposes regular monthly paymends, along wind quaftarif miescone payments contragent on approval of the Success Fachuscon My designated Boise representatives. We before that approach knowthes Huron and Bose State with a reasonable means to be payment to the performance that is	payments, along with quarterity milestone payments contingent on by designated Boste representatives. We befow this approach with a reasonable means to the payment to the performance that is	control, Bosis State will pay Huron the amout for the Success Evaluation Quartient Payment according to the original symmetri schedule. I Rouse State elects not to pay a Success Eraulation Quartient Payment, Huron reserves the right to stop providing Schedes. If the success creating related in a Success Evaluation Quartient Payment has not been activent of unto	rding to the onginal payment the right to stop providing Alleved due to Huron's errors	Tolal Estimated Program Manager Cost 🚡	\$ 1,200,000	"Some calculations rounded	ounded		
within Huron's scope of control on the angagement. The proposed payment schedule is before (frightighted payments represent milestone payments):	The proposed payment schedule is before s):	or ornissions, the parties will discuss any appropriate remedial action. In the event of a dispute, the parties shall address such dispute as specified in the Terms and Constitions and Huron shall continue to provide Sentces during the dispute resolution process	arties shall address such the dispute resolution process	ADDITIONAL COST CONSIDERATIONS	ST CONSIDERA	TIONS			
		set forth in the Terms and Conditions.		1) Should additional resources be required to mitigate risk due to deviations in the expected delivery of Bolse State resources or unexpected changes	ons in the expecte	d delivery of Bois	ie State resour	ces or unexpect	ed change
Ĥ	Date	2) Invokes will be sent via email at the beginning of each month and are due upon presentation, as documented in the payment		ercountered by the project. Huron will provide additional resources to Bolse State at the following fully loaded (including 20% travet expense estimate)	oise State at the fo	ilowing fully load	ed (including 2	0% Iravel exper	nse estimat
1 9//2011 5 31,578,95	20 11/1/2012 \$ 31,578.95	schedule. Amounts temaining outstanding for more than 30 days (past due), will be subject to an Interest charge of 1.5% per 	stest charge of 1.5% per fates:						
10/1/2011 \$	12/30/2012 \$	moting and and an anower, the reserver of or grint to solve up up to solve the population is received or which event we will not be fiable for any resulting loss, damage of expense connected with such susponsion.		or - \$375					
11/1/2011 S	1/1/2013 \$: 11 Wa understand that nur bils should be send to: Nancy Schwend and Scott Taylor. Additional documentation should be send to							
6 12/12011 \$ 31,578.95 6 12/30/011 \$ 31,578.95	24 2/1/2013 5 31,578.95 25 3/1/2013 5 31,578.95	the address below.	c) Manager - \$280						
1/1/2012 \$	3/30/2013 \$	Nancy Schwend	CLASSOCIAL CONTRACTOR						
8 2/1/2012 \$ 31,578.95 9 3/1/2012 \$ 31,578.95	27 4/12013 \$ 31.578.95 28 5/1/2013 \$ 31.578.95	1910 University Orive Bossa, Idaho 83725-1210							
3/30/2012 \$	6/1/2013 \$								
11 4/1/2012 \$ 31,578.95 11 6/1/2012 \$ 31,578.95	30 6/30/2013 \$ 31,578.95	4) Bose State will remain payment to Huron via ACKEFT, using the account information provided below.							
8/1/2012 \$	8/1/2013 \$	Bank of America							
6/30/2012 \$	9/1/2013 \$	Lotresgu, Harros Routing No. 071000039							
7/1/2012	34 9/30/2013 \$ 31,578.95	Account Tatle: Huron Consulting Services, LLC Account Number: 5800737276							
~ ~	10/1/2013 5 11/1/2013 5	Comments: (include lawkee Number to ensure proper credit)							
9/30/2012 \$	12/1/2013 \$								
19 10/1/2012 \$ 31.578.95	38 12/30/2013 \$ 31,578.95								

ATTACHMENT 1

Attachment #7

Boise State Enterprise Roadmap

Risk Management Plan

Dehe State Nores		How will this be assessed or decided? The IT Program Managor will provide some basic guidolines and help danify a final approach for dealing with core org changes issues (primarily danify a final approach for dealing with core org changes issues (primarily Example tompates or use by Beales State include Change Mangoment Ethens, Change Roadmess Assessment, Commulciation Plans and Tompates. Training Plans, Training Manuals, and Doark Roferences. Huron will assis with providing guidance in three areas and position blans for according for uses and providing the day to day leadenhip in these auss. Typically, a third party charge consultant(s) is often used with large, complex programs like this.		A	TTACHMENT 1
		How will this be assessed or decided? The IT Program Manager will provide , identify a final approach for dealing wi dentify a final approach for dealing wi Example tompaters for use by Bokes & Paters, Change Roadhorse Assertment Fornplates, Training Jans, Training M will assist with providing gulance in th response aroas. Typically, a third park, with large, complox programs like this			-
Impact H=high M=Medium L=Low	Σ	I	Σ	2	
LiketiHood H=high M=Medium L=Low	2	Σ	2	I	
Mikgadon Strategy	Huron will provide Boas State high level guidance for techniques designed to botter promote the dealer and advances on four gourd exhange and advances the kind or agarizations. Boase State will be for ensuming the design process incorporates the kind or any components of an effective design participation effort. Boese State will also be responsible for any design participation before any design participation are any design participation are advances for any components of an effective design participation effort. Boese State will also be responsible for any components of an effective advance strond any design participation and the project objectives. If this first materializes, Boese State will first coach the identified individual and then remove or replace any such individuals.	Huron will provide some basic concepts to help with conducting a organization change imanagoment program and will be ussel with hor eagin of the hurble organization change (managoment point). Boas Status will be easies of the hurble organization change (and will the automatican) selected for each project. Often, large scale programs, along with the automative roborts selected for each project. Often, large scale programs along with the automative roborts selected for each project. Often, large scale programs along with the automative roborts and change or mishment to support the prove strange selection of a communications and change or mishment to support the project program may replace this orgic sharps or for a prove invitoctive: 1. Beise State may replace this orgic change along, more qualified university resource or invitoctive: 2. Beise State may provide and divional qualithed resources to support this orgic change andor.	Huron program managoment, working with Bolisa Stato, can help create the optimum decision environment and deploy a motivodology that limits this potential rais. Alli material business process a single, tot department base, and another and another should be owner responsible for it finary project decisions. The process to there decision and its approval are critical business owner responsible for the project decisions. The process to there decision and its approval are critical. Business and interactive, but single sources of accountability for each material decision and its approval are critical. The puscess of accountability for each material decision and its approval are critical.	Huron program management will work with Boise State to imploment tools and processes to holp forecast and identify program organics beaus. Additionally, the project status process will focus on monitoring program program pregress for potential timeline slippage. Boise State will be bin primary tak owner for project budget to timeline relaks as Boise State will control the resources and will approve all sponding. Should a material budget or timeline slippage to excert to Boise State will program work budget to the molecular for review by designation to program combers (as opposed to bu-woeky review at scoring committee meetings) controllow an entired to be address, prinding adding and the critical path dolary at Score reduced, prinding a prove the best corrective trading committee based at Score reduced, prinding a propriotion swill be provided to the stooring committee meetings) 4. Score for committee will select or approve the best corrective option provided.	
Risk Owner	Bolse 9	Boise St.	8080 21	Boke St.	
Description	Public research universities operate in unique and complox ontominnoiss. Thiel is cousing on the coro operations, it is sometimes very difficult to udopt the new processes and procedural changes that may be requirad for project success.	The core components of organization change management (communication: stationbud analysis, transling, roadiness planning) are no cosessary for any major system deployment effort. The best systems and the processes are of in value I and uses are not ready and willing to accept and deploy them in production.	Project plans necessarily assume quick project related decisions - especiality related to design and canfiguration. Dobys during these phases will have a significant affect in both time and cast throughout the project.	Each individual project will have budgets that roll up to an overall program budgets. Addianally, individual project and phase timelines will comprise an overall program timeline.	
Potential Risk	hability or difficulty adopting neoded process or procedural change.	The university is not adequately propared to accept the "organizational change" associated with the in scopo' projects.	Difficulty reacting timely doctations of expected consertus because of competing organizational inferensis.	Difficulty meeting established budgetary or threatine project constraints.	
Category	Technical	Non-Technical	Non-Tochnical	Non-Technical	
AHR	- SECTIO	N II	m	4	TAB 6 Page 96

AB 6 Page 96

7/14/2011

Boise State IT Program Manager Risk Management Plan 06-30-2011 xls

Roadmap	
Enterprise	
Boise State	

Plan
ment
anage
Risk M

Bolies Stato Noce:	Who will perform the assessment? Boles State will need to perform the assessment to plan for production Bapport. The IT program manager can provide some high level support guidance, and templates, but the assessment and implementation will need to be performed by Boles State.	Does Huron have a QA framowork that will be leveraged? Who will be responsible? How is this assessment dons? Huron does have a QA framowork that can be provided to Botes Okaie to help guide the Quality Assurance process for the program and each informal project. Towworr cut carrents budged for an aproved for anomal resources to execute threse QA tasks. Huron would be inforeaded that informal resources to asset and the own, should it be determined that informal resources can not be provided.	If In-house staff are not sufficient and consulting to fill this gap are not achiverable through budget, then what? achiverable through budget, then what? activerable are not suppredenters are an follow. But the primary option will be to reduce the scapes of lengthen the planned timeline of the individual project to allow the dedicated reacures to complete the project on time. The program time if no., Additionally, resources to time not actions projects to sure up the risk, areas of the project, ussuming it does not put the providing projects at risk.	ATTACHMENT 1
Impact Hehigh M=Medium L*Low	r	r	r	r
Likelihood Hehph MeModium Lat.ow	r		I	35
La construction de la construction	Change coadiness ovaluations and organization change mothodology must be dopicyed to holl presure burness organizations and fruit support organizations and support organizations and support organizations and reases supportingent and the summan methodology factors and processes and processes and owner to go-two. The assessment of there organizations and processes all power post on the common methodology deployed for all projects. The support and motified in any coordinated quality assumance review of all projects. The support surface processes are to be support or coordinating, leading, and projects. The support support, will conduct post power support or all projects. The support was provided to a provide the support of projects. The support was proper the two properting of the adding, and abiding point an individual to be responsible for coordinating, leading, and projects. 2 below with Hunon support, will conduct post power and hous to approve and approximately 60 days prior to go-thw. Throne will be a formal readmess review at approvident post the support will be a promain readmess review at approvide the business go the support thrug on action at the support size materiatize, 38 below support project at provide a consultant alternative at the cest rates indicated in the program financial autified individual(s) to lead or support the post for up of the can provide a consultant alternative at the cest rates indicated in the program financial summary.	Readiness evaluations are also helpful to pauge 17 and technical vendor readiness for a poss go-live production environment. The peak go-live preparation activities will be port of the project plan and should be a part of a common Quality Assurance assessment of every project, plan and should be a part of a common Quality Assurance assessment of every project. The technical post go livessupport readiness risk, will utilize the same risk remodulation states as the business organization readiness risk, above.	Consulting and in-house start latentified to fill these application and business positions must be carefully screened and valuational as approxition for the interated roles. Assigned project tamm members must be mentioned to ensure they us mesuing the commitments to the projects as identified in the project plan. Should this rack be realized and require the projects as identified in the project plan. Should this rack be realized and require the projects as identified in the project plan. Should this rack be realized and require the projects as identified in the project plan. Should this rack be realized and require the projects as identified in the project plan. 2. Beels State will recorded the area of the copertise can be noneed from scope. 3. If no subhels in house starting the program financial summary. candidates at the cost raise indicated in the program financial summary.	Consulting and In-house start idontified to III those tochnical positions must be carofully screened and valuated as spectmanage for each instanded rouged must orelative are roles have been statified. Use poject manager for each individual project must orelative the offoctiveness of these resources to validate they are mouling the requiremants of the project within the finnoframe established for their task in the project spin. T. Boise State will be conduct in house shaft to fill or replace indicated and a state and a remaind from the scope requirement that requires a particular oppedications at the cost rates indicated in the project plan. The sumble in house alternative and for the program filtandial summary. C. Boise State will evaluate whether the scope requirement that requires a particular coparties can be removed from acoper. The sumble in house alternative and no reductions in scope, Hunon will provide stating candidates at the cost rates indicated in the program filtandial summary.
Risk Owner	ಸ ಕಾ ಕಿ	Botsa St	Boise St.	Basso St
Prescription	 The business organization must be propared to execute and support must be readed simplers in processes. Acadionality support must be readed avoilable to reactive business related problems. available to reactive business related problems. 	As with business organization reactiness, the feethrical organization must be reacy for pest goal waystem support. This includes application and infractucture support. This may also involve various hardware and submare venders.	I Successful Implementation projects require project team members with substantiate reporties and impacted business in the in scope' application submare and impacted business processes and dismarily apprecises is non-participation processes and dismarily apply to undue requirements of a successful undorstanding the university antiforments.	As with business and application exportise, substantial repeatings in the includer give a substantial implementation. This includes give a substantial expertise, infrastructure exportise, and application administration exportise, and application
Poential Risk	Inedequate business for post go- live support of the new deployment.	inadoquate feethical readiness for post go- live support of the new deployment.	Lack of sufficient application exports and business appriorates internenting the 'n- scope' applications. This risk includes both individual errom poincies of the actual and and an and the actual analishing of the required number of project staff with the needed exports.	Lack of sufficient technical opportise and apportances. This insufficient the In-scopol apportances and making individual compotencies and making available the required number of project starf with the needed technical expertise.
Kosana BAHR BAHR	- SECTION II	6 Technical	7 Non-Technical	TAB 6 Page 97

2 of 7

		1		A	TACHMENT 1
Poise State Notes					
Impact Hehigh MeMedium LeLow	٤	2	x	r	
LikaliHood H=high M=Medium L=Low	Σ	z	£	Σ	
Milipation Strategy	Utilize a contactont mothodology across all projects. Integrate the project plans. Utilize a single storing committee to basine and operating practices. Additionally, a coordinated quality utilizing a same methodology and operating practices. Additionally, a coordinated quality useurance program with consistent act of metrics and focus areas will allow the program management office to identify potential risks and focus areas will allow the program management office to identify potential risks and focus areas will allow the program management office to identify potential risks and focus areas will allow the program management office to identify potential risks and deviations from program objectives. The program management will work with individual project managers to create a common, care framework for a prosted and methodology. (nois: some major molodology stores will be dependent on the process or fochhology scope). 2. If the tak materializes, program management will increase coaching and communication efforts. The steering committee will actively support program management. 3. Consideration will be given to tailoning the methodology framework to accomodate some still acts or and sching situations.	There are some basic strategies then can be used to help minimize staff turnever and help project team members cope with the streastul muture of the institution-welp project team. The member furnever alkely involuble during the course of a multi-year project plans spould assume some jevel of project plans to make reasting accentary, where feasible, stread to built into rescorce standing plans to minimize the impact of poloiest team. Turnever and fully overlap, where feasible, stread to built into rescorce standing plans to minimize the impact of poloiest team. Turnever and staffing overlap, where feasible, stread to built into rescorce standing plans to minimize the impact of poloiest landing qualified replacement rescorces to minimize the impact of ordernal (resource). 2. Edominal verdors should also be committed to investing in transition advalles and quickly turnever. 3. Advants to manage stress and promote a poelive work envolument should be deplayed. Monthy project "acida" gatherings or stress realiving outfings are important during a lengthy program.	Trimoly, affactive stoering committee meetings are needed to give the stoering committee and executive spaces adoute information to nogoge with the program Additionally, program and project menagoes need to clinecity sask for support and specific assistance and directions from the stoering committee as required. Primarily, the steering committee and directions from the stoering committee as required. Primarily, the steering committee and securities sponses will some to holice up project flaam. Mitggabon stops for this risk are that same as Sr Loadonship Stulis Risk (Risk Numbor 34) Mitggabon stops for this risk are that same as Sr Loadonship Stulis Risk (Risk Numbor 34)	(don'thy, dopicy, and onforce an offoctive technical change control process across all projoess that deequatory assess the level of control equators for the change, the change, the change and the impact of the change (cost, innelme, resources) to the project and recovers adoquate approvals from business and technical owners. It is project and Rek Mäigalon Stops: 1. Bakes State identifies and formalizes the technical chunge process 3. Technical and Program Managors reduces the process discipling at the fault ovel 3. Prosening Committee enforces change processes discipling at the fault over 4. Steering Committee enforces change processes thould a significant dowatton occur.	
Risk Owner	Boko St Huron	Bolso St.	Bolse St	Bolso St.	
Description	To befare ensure offoctive oversight, doi/wory of project objectives, propert devery a constant methodology consistant project devery a constant methodology should be used and all ind/vidual project plans should be integrated.	During the course of a significant implomentation project staffing seasos may artee. Potential staffing leaves are most impactful during ortitical project phases and activities.	All successful programs and projects require the active empagement of severing committee members and executive sponsons. They are needed to handle major organization or stategoic fiscues and to build broad support for the initiative.	This toethilical change process helps ensure any application amore follow a decipition process. It makes sun changes follow a decipition process. It development code meds sumdarks, reshing a approved development code meds sumdarks, reshing a supproved mothods are used.	
Potential Risk (1999)	Consistent methodologius aro not usod and al project plane and oporating produces are not algrad undor a strojo program office.	Project statifing issues arise because of starf turnover, vacators, lock of performance, or unexpected time off.	A steering committee and/or senior program sponsors are not actively engaged with the program.	Formal Tochnical Change Control is not utilized	
Category	Non-Technical C	Non-Tochnical	Non-Technical	Technical	
BAHR	- SECTION II	2 2		۲ ي	AB 6 Page 98

Boise State Enterprise Roadmap

Risk Management Plan

Boise State IT Program Manager Risk Management Plan 06-30-2011.xis

Boise State Enterprise Roadmap

Risk Management Plan

	The reve elaboration on this 71 recondring propertion involution to the elaboration on the recondring program involved like to get a little mare detail on what a consistent approach is defined as? In easement, the release schodule of major system patches or "faces" is sincever, as it has content of the vendors retuinable software. A commission and face logical provides and recommend a patches or "faces" is should be established to reverse and recommend a patches or "faces" is should be established to reverse and recommend a patches of the kacching the provendor stratibilities of the pacching to an our partness we already have faced on the known upgrade releases. (This assumes we already have faced on the known upgrade releases, if this assumes we already the matching the drupe patch of the pacching to prove the cuttacing of the pacching to prove the cuttacing post schedule and effort parts. Cutedioners, will be subbleved any that pact to base to vary the standard matching a stable prove schedule are charded to be accomment. Based on the PMO recommendation, only the standing committee can approve major system schedules.			ATTACHMENT
토고 즐기	2	T	x	S
LikeliHood H=high M=Modium L=Low	Σ	Σ	2	W
Mitigation Strategy	A constraint spreach will be overload of to a variauting the append of utility from releases or major abbrease updates during the course of a point. The stearing count will be the final dorsheim maker. The same miggation steps as doployed with Scope Change Management (Risk Number 36) will be utilized for this risk.	Storg Infrastructure loads, working closely with relevant hardware vendors, should participate in the oraring of the project plans to carefuly identify infrastructure milestones and the resources needed to support from. It is upular and consident Quality Assuranco program will listo assets in the jointification of tiks and fissues releaded to the tochnical infrastructure for each projects and the program as a whole. The milgothen stops would include: The milgothen include: The milgothen stops would include: The milgothen stops would include: The milgothen include: The milgothen stops would include: The milgothen include: The milgothen stops would include: The milgothen include: The mildothen include:	Afor a review of the overall scope and project micestone schedule, project managers need to be identified and assigned to the individual project. The program manager will then work with the project managers to mathatin accountability for oblivery regiment to agreed upon timeline and domity any risks to mealing the schedule. The project approach project approach will be optioped for all projects within will provide for graterir visibility in project approach will be optioped for all projects within will provide for graterir visibility into project approach will be optioped for all projects within will provide for graterir visibility into project approach will be optioped and a loss for goater visibility into rather than creating a undue a project manager to idomified as under parforming: 1. Beas State and Hunon Program Manager will provide specific coaching. 2. Beas State and Hunon Program Manager will provide specific coaching. 3. Beas State may replace the project manager with another more qualified university resource. Program Financial Summary.	The Huron program manager will work with Bose Static project managers to doploy a standard and effective issues managoment process. Miggaton Stops. 1. Program management will establish an tseue management process. 2. The process will be communicated clearly to all project managers and team members 3. Reviews of status report and project plans will be used to ensure achievendo to fisues management and proper identification and escalation of tseues.
Risk Owner	Bolise St. Project Huron Huron	Bolao St. Project Vendors	Bolso St Projoct Huron: Huron:	Boiso St. Hurca
Pescription	Nikajer ostruarus vondons repulsirus y disk vazpilicautit software changes. Goneratity, its bactar to arold baceline software changes during the course of an implementation project, un somolitmes it is a daradofic advantage to review the new software and accommodate changes if strategically appropriate.	The tochrifest infrastructure is a key component of any implementation project. This includes hardware, software, and technical resources nooseary to support and any anown, and to the PCSL project of systems, and tools reeded for a technical IT project infrastructure.	¹ Each of the core projects will require a dadcated project manager. Each project will involve agoiliteant comparain and score and will need an includual project manager that coordinates with the Huron program manager. Additionally, support vall be required for the program and project managers. Buth administrative support and budget information.	A standard, proactive issues management process is a key component of the overall program/project management program.
service and the service of the servi	The "In score schware enhancement may provide substantial software enhancements or a significant new rolease prior to project completion. This may require a rowew of some planed implementation processes and tasks.	Technical Infrastructure is not adoquate or aveilable as required by the project plan.	Adequate project management resource(s) and project management support not assigned to the core individual projects.	Effoctive Issues Nanagoment Process not in place.
	Technical	Tochnical	Non-Technical	Non-Technical
A <mark>H</mark> R			Z	TAB 6 Page 9

					4 28. Gnco sibilities siment ement nits nits	ATTACHMENT 1
					Experience of Proposed Project Manager in this urea? This answor applice all Boise Stato Questions for risks 21 thru 28. The proposed Huron Program Manager has had some level of expendence or exposure in all threse areas, sometimes as a PM with clined responsibilities and often as a Program manager to director with othor PMs and leads having direct teachical area responsibility. Given the program managernent instrue of this rok, our candidate underlands how to successfully manage nature of this rok, our candidate underlands how to successfully manage and optomant. He also knowe how to leverage additional Huron resources and assets when helpful.	Experience of Proposed Project Managor in this area? Ploase see the answer for Risk number 21.
Impact Hehigh MeModium LeLow	۳	z	Ŧ	W		
LlkeliHood Hehlgh M*Medium L=Low	×	Σ	Σ	I		
Mitigation Strategy	The Huren program manager will work with Beise State project managers to doplay a project organization that effectively uses project resources. Magation Stors: Magation Stors: Magation Stors: A summary sportantip and generation will be clearly defined, with graphical orgotarts, key raie descriptions and formul approval and communication by the stoering committee. J. A summary sportantip and generation will be clearly defined at Project responsibilities will be prosen, in a lip rejoict managers and fearm members. Project responsibilities will be project in work team structures. Roles, responsibilities, resofting, and collabilities will be project organization will be reinforced by program and project management daily.	The Huron program manager, working with Bolas State program management, will provide a project management framowork, project plan standards, and processes and methads for integrating fey schelles and mussiones in the individual project plans. The Initial "90 day plan "document in the "Scope Summary" document defines the stops and deliverables to effect this management control process.	Huron can provide an offoctive process to manage program and project scope change roquest. Bolae State will primarily implement and enforce this process. The miligation steps are the same as "Scope May Change", Risk Item #36.	Huren and Boise State will closely monttor the progress of the overtall program and each individual project is dontify any providel issues as come as possible. By a chartifying these risks and serves each on, the program managers will have the opportunity to address these risks with a runnber of militization stratogies, including roculoring scope, supplementing the team with internal resources or adding adamti resources if necessary.	Huron understands that there are many facets to the Enterprise Systems Readmap and no nor ventor or inductual can proved complete on experise to manage the oracinol searces and facts that may arise with search indexted project. It is our approach to project to identify social can any register of a contract or effectively plan and manage the project to identify specific potential risk areas and revelop dately plan and manage the project to identify provide any negative import to effectively plan and manage the project to identify specific potential risk areas and revelop dately plan and manage the project to identify plane any negative import to the program. Sound project management principals and projects adherence to project soops and minime provide a care downlaten for success, specific risk. Huron will also leverage our approence from plat of rimplomentations working applicative reveloped to AX from HP as part of an upgrade to version 8.1 of HCM, FSCM, EPM, and ELM.	Huten understands that there are many laces to the Entarprise Systems Readmap and no not wondor or infordual aton provide compatible to manage the obsided satures and falss that may also with societ confloctively plan and manage the oregical to starse and sature and eaternal opports to effectively plan and manage the oregical to identify specific potential real areas and eaternal opports to are approach to project to identify specific potential real areas and eaternal opports and project management phincipals and inhimized any nogate impact to the program. Sound project management phincipals and projects adhreness to project areas program. Sound project management phincipals and genous adhreness to project areas and prove the project management phincipal specific risk. Huten will also journage our opprisence from our current implementation of Catade's lidently Management Solution at the University of Wascomian to provide guidance, joescents loaning and sample dolyorabies to assest in the oversibilit of this project.
Risk Owner	Bolso St. Huron	Huron	ಸ ತಾ ಜಿ	Botso St.		
Description	a The organization and coordination of all project teams is the foundation of a successiti project ording. The indedual teams, then communication, topointing situature, and process are key to success.	Large programs (i.o. multiple projects) require the intogration of multiple project paave and a solid framwork and process to manage the plans.	Effectively managing the scope of a large, institution wide project is critical. Preventing scope and making sure the deferred results are still consistent with the original scope is very important.	Long Torm programs, such tas the Entorprise Systems Readmap, ato dynamic in nature and the resources required, overla program, the life of the program,	What experience or strategies do you bring to this project to minimum size and youndo strategic frenction migrating Posolo Stram AIX to Rod Hat Enterprise Linux - listed in sections 1,1 and 2.2.4. In the RFP7 in sections 1,1 and 2.2.4. In the RFP7	What exportance or strategies do you bring to this project in minimular risk and provide strategic direction for importenting dentify Management - listed in section 1.1 in the REP?
Potential Risk	An Effective Project Organization Structure Is not in Place	The Project Plan Framowork and Plan Integration is not Adequate	No Scope Change Managemont Process Created or Not followed	Complex Technology Change Initiatives use dynamic programs	Huron experience with Migraung Peopleson AIX to Rod Hut	Huron experience implementing Idontity Management Systems
Category	Non-Tachnical	Non-Technical	Non-Technical	Non-Technical	Boise Concern	Botsa Concern
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Boise State Enterprise Roadmap

Risk Management Plan

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Boise State	

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Description R1 Owner	•							IMENT 1
Multiple Major		Experience of Proposed Project Managor in this area? Please see the answer for Risk number 21.	Experience of Proposed Project Manager in this area? Please see the answer for Risk number 21.	Experience of Proposed Project Manager in this area?	Entrares to the meaner for Rick number 21. Experience of Proposed Project Manager in this area? Please see the answer for Rick number 21.	Experience of Proposed Project Managor in this area? Please see the answer for Risk number 21.	This milgation, rolates to a fearm. What is the experience level of t Propessed Project Manager in this area? Ploase see the answer for Risk number 21.	
Description R1 Owner	Impact H=high M=Medium L=Low							
Description R1 Owner	L/keiiHood H≃high M∾Mođium L∝Low							
Description Description Risk Ore What experience or strategies do you bring to the project to minimize risk and provide strategies do you bring to this project in potencenting Document imaging and Management- listed in section 1.1, in the RFP? Risk Ore What experience or strategies do you bring to this project implementing a Unified Web Experience- listed in section 1.1 in the RFP? Risk Ore What experience or strategies do you bring to this project on minimize risk and provide strategie direction for developing a Project Management. To this project developing a Project Management of this project developing a Project Management of this or laked in section 1.1 in the RFP? Nuclean experience developing a Project Management. What experience or strategies do you bring to this project developing a Project Management of this project developing a Project Management of this project in the RFP? Muclean experience for this project for this project developing a restand provide strategies do you bring to this project in more than extra the section 1.1 in the RFP? What experience of strategies do you bring to this project integration of new research administration components integration of new research administration components integration of new research administration components integration of the research of this the RFP? What exponence or strategies do you bring to this project to minimizer tisk and provide strategies do you bring to this project information of their home section 1.1 in the RFP? What exponence or strategies do you bring to this project to minimizer tisk and provide strategies do you bring to this project.		Huron understands that there are many facets to the Enterprise Systems Readmap and no prio vender or includiation incomedo completes in manage the obtaied issues and takes that may alse with seach individual project. It is our appreach in manage the obtaied issues and backs State and external sepents to affoctively plan and manage the project to identify specific potential first areas and drevelop disarded mightaion transage the option of the individual area program. Sound project an arguing to incoreabil or individue any negative integram. Sound project management principata and injocous adherence to project scope and timeline provide a strong foundation for accomes, were in casces where the progresci may have immed domain expertise. Huron has assisted asveral clains with PoopleSci in mplormatiabons and upprades who utilizes decomment implorms, such as implormentations and upprades who utilizes to comment and adving using were were in the project and a strong three or obtains with the output and a solutions, such as implormentations and upprades who utilizes	Huron understands that there are many tacets to the Entorprise Systems Roadmap and no now vendor or inflordual sup noved oscanpicates in manage the closibed searce and tacks that may ensist with aeah individual project. It is our approach to work cleasy with Boles State and ordernal opports to effectively plan and manage the project to identify specific potential instareas and doweloo denied miligation starticates to inortaali or inflution any magative impact to in program. Sound project management principic and influence any magative impact to a the program. Sound project management principic and influence any magative impact to a the program.	Huron has served as the program management partner for a number of different universities, including Northwestern and Cincinneil Childrens Hospital, where Huren resources director PeopleSett centric programs involving the implementation or Upprade	Huron tunka and the state water to concentrate state transforms and and the state of the state o	Huron is a luader in the design and implementation of research administration systems, including the PeoploSoft Grants Suite, Huron has implemented all major research administration systems, including PeoploSoft, Lowson, indexid, ClackGommerce, and Kuali Cootex. The implementation of a research administration system with twee impact on the configuration and interfaces in place for your Fhaneduls and FOM systems. Specifically, Boles must consider channels in the oxiding chart of account, dollwored or custom integrations with all Financials modulates to collicit exampting instance and proceeding the posterion and final people or processes and management processing, interfaces for processing in processing interfaces for processes there is submissive. To employ and stainy these issues, the learn responsible for the HCM and FSCM upgrade projects should have these issues, the learn responsible for the HCM and FSCM upgrade projects should have these issues, the learn responsible for the HCM and FSCM upgrade projects should have these issues, the learn responsible for the HCM and FSCM upgrade projects should have these issues, the learn responsible for the HCM and FSCM upgrade projects should have the ordist or event administration explores the mosted for implementions.	In Risk ID 27: Hours has spriticant experience documented in the Miligation strategy documented in Risk ID 27: Hours has spriticant experience assessing unversitions and earthcares organizations soliced the aphranet solution that beet fils the institutions reacks and areveloping a relation to any approach for the subsequent implementations and arguest produces and doctarand spottaneous to tripplate Euroshon and assessing universities with the most complex to brough it to be business of tripplate Euroshon and assessing universities with the most complex to chnology, operational and strategic assessing universities with the most complex to proving the strategic assessing universities with strategy and processe assessment taples of the business of the assessment and fourtaneous Dystams to accurational and strategic and process and	Huron and Boiso State have committed to avoiding or minimizing this cost during the enterprise avakance project. Provinsi minigatons records in stratos receives the number of entities to vess than full time, reducing the overal travels oceas, or identify a point in the project when a significant broak in travel may be taken to reset the clock on the calculation of the compensatory exponse. The find approaches will be dentified and agreed upon by the Huron and Boae State Program Managers.
								Huron Bolso St
otential Risk Complementing Document complementing Document nological Project fifte control of the second ficently (Strategy based ficently (Strategy based ficently ficence fitte control of the project fitte control of the project ficence ficence fitte fitte control of the project ficence ficence fitte fitte ficence fitte fitte ficence fitt			What experience or strategies do you bring to this project to minimize risk and provide strategic direction for implementing Lutified Web Experience- listed in section 1.1 in the RFP7	What experience or strategies do you bring to this project to minimize risk and provide strategic direction for developing a Project Management Office - tisted in				Federal guidelines require that incividuals working outside of their home location pay additional taxes lo supplement lost rovenue to the home state of the individual.
Percentration spectan Huron appertan Especiance lead Huron appertan Managament O Managament O Ma	Pocential Risk	Huron expenience implementing Document Imaging solutions	Huron oxperience with Unliked Wab Experience technologies	Huron axperience developing a Project Management Office	Huron experience with data varahousing strategies, specifically (Strategy based solutions	Huron experience integrating research administration systems with estating FSCM and HCM systems.	Huron appelience implementing Resourch Administration Systems	Petential compensatory costs for external resources required to be on the program beyond 1 year
AFHR - SECTION JI 20 20 2000 2000 2000 2000 2000 2000	<u> </u>			Bolse Concern	Boke Cancern	Boles Concern		1

Boise State IT Program Manager Risk Management Plan 06-30-2011.xts

7/14/2011

				ATTACHMENT 1
Impact Hahigh MsMedium LeiLow				
LikeliHood I H=high M=Medium M= L=Low	W.	8	2	3
Miligration Strategy	Providing reacurces with the correct stdil solts is essential to the success of any project. In The resources committed to the project 32 biologo statis, thore and other valors music have the infimum leave to experience, involvedge and basic stdils required to effectively ovecute the tasks assigned in the project plan. Shoudd a situation antise where a project manager strugges to most their committeniant, the Hurton and Deske Statis including coaching on individual tasks, relevant statis upport to the assigned resources, including coaching on individual tasks, relevant templaters, sample documents and detailed draft reviews. It is important tasks, relevant templaters, sample documents and detailed including coaching on individual tasks, relevant templaters, sample documents and detailed frank functions I. They are reading to the detailed datases including coaching to reactive the program management, with leadership the supports to detail provisor remodulates the program management, with leadership the supports frank lutions I. They are access to the problem. These activities the supports to detailed the above remodulation to base State resource o. a sugment the posity portorming terms the activity the support with a dedices the project mean to an additional cess). 3. replace with a hour resource (at an additional cest) Caree the docision has been been to support with additional resource 2. augment the docision has been been to support with additional resource 2. augment the docision has been been to support with additional resource 2. augment the docision has been been to support with additional resource 2. augment the move quickly to effect the dreson mitigation poth.	Should Bokes State be unable to provide detailed project management for an individual Stolar searce assets the university in several ways. The first is to holp identify qualified Beles State resources with the handwidth for manage multiple projects and provide that resource with tactical support form other Bokes State resources, allowing them to focus on the PM and non-administrative tasks for two projects. Upon request, Huron will tasks be able to provide qualified projects. Upon request, the entrol of a supplement Dakes State resources, at additional cash of the more project, level decision maker even if a Huron resource ahould take over the day-to- primary project level decision maker even if a Huron resource ahould take over the day-to- day project management responsibilities.	Huron is a committed partner in the road map project and will work to support Boas Statric II octors to successfully complate the Roadmap project and will work to support Boas Statric II the Huron IT Program Manager resources will Belse Statu. To provide the necessary support methodopy for each project, common status reporting approxed, and consistent in movek and more than project. Common status reporting approxed, and consistent to projects and consistent the method and project and consistent to monitoring of individual projects. By providing a common framework for subcurding the projects and consistenty more approxed and an projects and consistent to projects and consistenty more approxed and and projects and consistent to projects and consistenty more approxed and an projects and consistent to project and schouldo and endargoing the occurson of deal to individual projects and and proprint and constant deals the schools program. The "midel SO bay Plan" in The "Scope Summary docurnon data the resource of the approximation preparation activities a successful program and reading on program preparation activities a successful program and reading program preparation activities a successful program and reading program fields.	Milgation stops to includo: Milgation stops to includo: 1. As a proactive measure, the program managers (fruiton coordinating with Bobes State) will conduct basic training defining the Stewring Committee rolexinsponsibilities and operating model at the start of the program. (2. Bi-work) regroted what is noused from the subering committee and ordinating process will be established with the project sponsor(s) to provide for direct, unvanished contexts on ar, loadership and stewring committee and sonior is don operating process will be established with the project sponsor(s) to provide for direct, unvanished contexts on ar, loadership and stewring committee of techenerias from program management. A on operating process will be established with the project sponsor(s) to provide for direct, unvanished context on ar, loadership and stewring committee of techenerias from program management. Fouring three sponsoir/program management discussion and the project sponsors will subscience a value beso State (alternaho. 5. Upting three sponsoir/program management of a required loadership change, project sponsors are operated within how works, to other remove or replace the sr. leader or provide notice explaining the lack of change.
Risk Owner	Bolso Huron	Boise	Huron Boise	3066 off
Description	There is a potential risk that resources assigned to the freadmaps to experiment name, may lack the abilities to be able to produce the doliverables required to properly frame, plan or execute the project, however the success of the project/program requires to be delivered. How can thuron specifically miligate this risk?	There is a potential risk that Boleo State University may have limited resources with a project management background to be able to intermaly located areay project defined as part of the readmap. However all projects need to have proper project management established. How can Huron specifically mitgate this risk?	The Project Management/Stategic Technical Load is considered by Boles State University to be core to the success of the Readmap programmographic president directly works with the project management team to invarie that the projects are duily planned, executed and managed offoctively and correctly? How will Huron work to insure the success of the roudmap pregram/project?	Ir Bake Stato Loadonship and Stooting Resources lack tho background or skill sets to perform project management tasks.
Potential Risk	Project Management Resources unable to produce deliverables	Limited internal project management resources	Success of the program and individual projects	Luck of Boreo State Sr. Loadorship Skills of Background
Category	Non-Technical	Non-Tochnical	Technical	Non-Technical
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Boise State Enterprise Roadmap

Risk Management Plan

7/14/2011

Boise State IT Program Manager Risk Management Plan 06-30-2011.xls

ATTACHMENT 1

Attachment #8

I. IT PROGRAM MANAGER PROJECT SCOPE

A. IT Program Manager Scope

The purpose of the IT Program Manager Project is to assist Boise State University ('the University' or 'Boise State') with the management of the Enterprise Systems Roadmap ('Roadmap') program. Huron Consulting Group ('Huron') has been selected to assist the University with the planning, project management framework, communication, overall strategy and technical direction for various components of the Roadmap.

The University has identified the following projects as part of the Roadmap:

- Financial Chart of Accounts (Requirements Gathering & COA Design)
- HCM Core Review (Requirements, Process & Configuration Design)
- Academic Needs Assessment (Requirements, Priorities)
- Student (End User) Assessment
- iStrategy DW Implementation
- Document Imaging (Identification & Implementation)
- Unified Web Experience
- Documentation Repository
- Security and Identity Management
- IT Infrastructure Changes
- Research Management System (Identification & Implementation)
- PMO Establishment
- Finance 9.1 Upgrade
- HCM 9.1 Upgrade and Split from CS
- CS Core (Process Assessment and Re-engineering, Configuration Review, & Requirements Definition)
- Campus Solutions 9 Project
- Online Course Evaluation
- Digital Measures Implementation
- E-Advising

The definition of the scope, timeline, and resource needs of these projects has yet to be determined and will be documented during initial planning phases executed prior to the start of each project. The Huron program manager (IT PROGRAM MANAGER) will work with the Boise State Program Manager to define a common framework, toolset and implementation model to be utilized by each project, but the development of all detailed project level management deliverables, including project plan, project charter, project budget, project resource plan and project scope will be the responsibility of the project manager or team lead identified for that specific project.

The IT PROGRAM MANAGER, along with the Boise State Program Manager will establish the governance structure for the program and will serve as the primary point of contact with Boise State executive leadership and provide consistent updates on the progress of all projects in the program.

The IT PROGRAM MANAGER will provide oversight and guidance to all projects in the program, monitoring project against expected project timeline and milestones, driving project teams to achieve expected results, and working with project managers to identify and mitigate risks to the program.

THE IT PROGRAM MANGER will provide general support for strategy definition tasks and work with Boise State Leadership to identify project requirements and develop an overall approach for the program and individual projects.

Specific tasks and deliverables to be provided by Huron Consulting Group:

- Providing a resource to serve as in the IT PROGRAM MANAGER role for of the Roadmap program
- Working directly with the University's leadership to successfully direct the upgrade of all applications.
- Lead the development and maintenance of key program management deliverables:
 - Program Work plan
 - Program Resource Assignments
 - Program Project Charter
 - Program Communication Plan
 - Program Change Management Approach
 - Program Quality Assurance Approach
 - Program Issue Management Approach
 - Program Risk management Approach
 - Program Scope Change Management Approach
 - Project Level Deliverable Templates (status report, project charter, project plan)
- The IT PROGRAM MANAGER will execute the specific tasks below, with assistance from Boise State Program Management and individual project managers and leads :
 - Management of the Project Resources
 - Plan and Task Management
 - Budget Management
 - Running Team Meetings and Program workshops as appropriate
 - Communicating project resource issues and needs in a timely manner
 - Identifying scope changes and presenting those to the project leadership team
 - Managing communications with the project leadership team and project team
 - Lead Boise State and external resources in the day-to-day program management of the Roadmap Program
- Provide access to relevant Huron knowledge capital, including work plans, approaches, deliverables, or other materials from our other higher education and healthcare technology practice.
- Assist in the development of other deliverables as described in the program/project work plan.
- Work constructively with other consultants and third parties Boise State may employ.

B. Initial "90 Day" Approach

The initial few months of Boise State Enterprise Systems Roadmap program will be a critical period where important activities are executed and key decisions regarding the program foundation for the full enterprise roadmap effort is established. There is a very specific, logical approach that Huron generally

follows to greatly improve the opportunity for the success of the overall program "infrastructure" creation.

The following "bulleted" list indicates the initial activities, in relative priority order, that we propose to execute as part of this critical first 90 days at Boise State. First, the objects and goals, at both the program and project level, will need to be reviewed and confirmed. Next, the key priorities are identified then validated with the governance council and priority committee. In concert with the effort, the general constraints of the planned roadmap scope will be gathered (resources, facilities, hardware, software, etc.) to help better understand the realistic components of a roadmap outline. An initial resource inventory should then been prepared to truly understand the known project team strengths or expected resource challenges.

With the above information, an initial, preliminary project roadmap with project by project priority and sequencing is established. With priority and initial sequencing, the effort to define and or validate the program scope takes place. We will propose using a process-based approach to review any current scope definitions and to validate the critical components of processes, application functionally, people readiness, integration, and technical infrastructure.

Prior to the actual scope definition and validation effort, the program charter will be completed and the program governance and program organization will be defined and validated. Additionally, the basic organizational change guidelines and approach will be developed – focusing on communication and end user readiness. Following the initial scope definition and validation activities, a program roadmap/plan will be created with more detail for those priority projects with a defined scope and limited detail for projects still requiring some scope definition.

The following activities, as discussed above, are the key components of the planned "initial 90 day approach" to Boise State's Enterprise Roadmap program:

Program Planning Deliverable	Explanation	Acceptance Criteria	Planned Completion
Identify Program Objectives & Guidelines & ID Initial Project Objectives	Objectives and Guldelines: Program/Project goals as ultimately defined by the steering committee. They form the foundation for defining success measures, project decision making guidance, and design guidelines. Guidelines are more specific direction to project leadership, usually regarding approach (for example: Each business process area will have a single business owner empowered to make/approve all design decisions.) Note: Project objectives are typically refined and revised closer to project start.	 Do the objectives provide adequate guidance for roadmap planning or project planning decisions? (i.e. Where to focus efforts) Has the steering committee openly discussed and formally approved? Steering Committee Reviews and Approves. (openly discussed and approved.) 	09/13/2011

Page 3 of 7

Initial "90 Day" Approach

Program Planning Deliverable	Explanation	Acceptance Criteria	Planned Completion
Identify Program /Project Priorities & High Level Constraints	Constraints: Limiting factors that project planning must take into account. For example: We will not go live on any system during Fall semester, between MM/DD to MM/DD. Constraints may include recognition of resource limitations, facilities issues, budgetary limitations, calendar issues, etc.	 Have the following constraints been considered: Calendar/date constraints? Major design constraints (i.e. central HR mgt vs. decentralized)? Steering Committee Reviews and approves. (openly discussed and approved.) 	09/16/2011
Develop Initial Resource Inventory (of Priority Projects and Program Stoff)	Resource Inventory: This is the available pool of project resources and includes projected acquisition of resources (either by hire or contracting) It is used to provide critical input into roadmap planning and project planning. It is also used to identify key resource/skill shortages, if they exist.	 Does the resource inventory provide adequate guidance for roadmap and project planning? Are availability estimates realistic? Are skill set matches realistic? Are external resource acquisitions viable? Bolse State Program Mgt Reviews and Approves (A summary is shared with the steering committee) 	09/22/2011
Define Program/Project Governance and Organization	Governance and Organization: This is the program/project organization that defines the project team members' responsibilities, reporting relationships, and their primary group identification. This is typically is a set of graphics with bulleted information to clarify certain responsibilities or roles that need extra clarity. The governance model defines how the decision making and approval process works within the project organization. This also defines the initial issue management process. In large programs, the project organization will tend to evolve some and the governance model will be optimized further during the course of the project.	 Has a graphical, hierarchal, organization chart been created? With names in all leader positions? Do leader roles, that are not intuitively obvious, have additional descriptive notes attached to the org chart? Is decision making model documented? Is senior leadership decision authority defined? Is design decision authority clear? Steering Committee Reviews and approves. Assumption: This applies to the program and projects starting in the near term (i.e. within 3 months). 	09/26/2011
Define Initial Program Roadmap (initial project priority ond sequencing)	Program Roadmap: This identifies the planned project sequencing and initial project durations (prior to final scope definition). The roadmap also restates and refines program/project objectives, constraints, and priorities. The roadmap will contain initial program budget estimates.	 Does the roadmap contain: Project sequencing and planned durations? Refined, as appropriate, project objectives, constraints, & priorities? High level program budget estimates? Steering Committee Reviews and 	10/04/2011

Program Planning Deliverable	Explanation	Acceptance Criteria	Planned Completion
		approves.	· · · · · · · · · · · · · · · · · · ·
Finalize Program Charter	Program Charter: This identifies the high level senior management "mandate", objectives, and project sponsor guidelines and constraints for the overall program.	 Does the program charter contain: Sr. Management level objectives? Key Priorities and Guidelines – per project sponsors? Important, broad constraints and guidelines? High level program definition (scope, general approach, and key outcomes) Steering Committee Reviews and approves. 	10/10/2011
Establish Basic Organizational Change Guidelines and Approach	Organization Change Guidelines & Approach: Defines the minimum basic components of an organizational change program and the high level approach – including what roles will execute the activities/tasks?	 Does the Org Change Guidelines and Approach Contain: Definition of campus wide communications responsibility and approval Expected content of event based communications matrix/plan Minimum end user & technical readiness validation approach Identification of org change activities responsibility and who executes Identification of training planning, development & execution responsibilities Boise State Program Mgt Reviews and Approves 	11/23/2011
Define Initial Project(s) Scope (review prelim scope definition and validate using workshop based approach for key areas)	Scope Definition: Identifies the high level program and specific project scope definition for near term projects (those expected to start with six months). Program component is a summary level of these items for near term projects and the remain project portfolio	 Does the scope definition include Scope definition for Business Processes, Applications, Data (conversion sources, material integrations), University Organizations involved, & Where Solution Deployed) Does the program summary exist Steering Committee Reviews and approves. ISSUE: If HCM and FIN Project consultants do not start until October, this scope definition will likely be delayed and may not finish within the program planning phase. 	11/29/2011

ATTACHMENT 1

Program Planning Deliverable	Explanation	Acceptance Criteria	Planned Completion
Update Original Risk Management Plan (after evaluation) and update mitigation strategies	Updated Risk Management Plan: RMP updated.	 Has the initial (pre-award) risk management plan been reviewed and updated? Are the mediation options identified? Has the steering committee been informed of any material changes to the risk management plan? Boise State Program Mgt Reviews and Approves 	12/08/2011
Create Program Roadmap/Plan (using scope definition and resource plons)	Revised Program Roadmap and Project Plans. With scope definitions and resource plans complete for near term projects, revise the roadmap plan and create activity/task level project plans for the near term projects.	 Has the original roadmap plan been revised to reflect the scope definitions and resource plan? Has project sequencing been updated or validated? Are project level plans actionable and realistic? Steering Committee Reviews and approves. 	12/16/2011
Using Information and data gathering in above tasks, prepare Statements of Work for all Near Term Projects.	 SOWs. The statements of work, for each of the near term projects, are expected to include: Scope Application & Processes Organizations Involved Data & Technology Approach Objectives, Priorities, & Decision/Operating Guidelines Project Organization and Governance Approach/Key Methodology Components Deliverables and Acceptance Resource Plan Key Assumptions Scope Area Assumptions Approach Assumptions 	 Is the statement of work substantially based on verified information gathering during the planning phase? (90 day plan) Does the statement of work accurately reflect the expectations of Boise State program/project sponsors and steering committee? Boise State Program Mgt Reviews and Approves then summarizes for Steering Committee review/approval 	12/16/2011
Using Information and data gathered in the above tasks, define a project management framework that all projects in the roadmap will follow/utilize.	The Project Framework will include a definition of steps that all projects must/should go through, key documents and planning steps that must be completed and key outputs that must/should be produced to insure the success of the roadmap projects.	 Does the project framework make sense and provide a solid foundation for building projects? Does the project framework provide the core components the University requires? Does the framework provide a clear path for developing project? Boise State Program Mgt Reviews and Approves then summarizes for Steering Committee review/approval 	12//20/2011

II. ITEMS OUT OF SCOPE FOR THE IT PROGRAM MANAGER

- Boise State will review and approve all key decisions, including those related to scope, timeline, budget, resources, design, build, conversion, testing, and go-live. Huron will provide advice and counsel along with supporting rationale for each of these decisions. Boise State may elect to follow or disregard our advice. As a result of Boise State's decision making and budget authority, Boise State retains responsibility for the overall management and success of the program.
- We are a management consulting firm and not a CPA firm, and do not provide attest services, audits
 or other engagements in accordance with the AICPA Statements on Auditing Standards. We will not
 audit any financial statements or perform attest procedures with respect to information in
 conjunction with this engagement. Our services are not designed, nor should they be relied upon,
 to disclose weaknesses in internal controls, financial statement errors, irregularities, illegal acts or
 disclosure deficiencies.
- Huron will provide guidance to other vendors contracted by Boise State as part of the Roadmap Program. However, since Huron is not making the employment decision for these contractors and is not able to replace underperforming contractors, Huron will not be responsible for the delivery, performance, or quality of work provided by other vendors contracted with Boise State as part of the Roadmap Program
- The UNIVERSITY shall be responsible for the overall program management, the technical infrastructure, and support during the implementation including, without limitation, knowledge and experience of the operating environment and database. The UNIVERSITY shall be responsible for the technical architecture design, deployment, performance tuning and operations to support the Software including, without limitation, server hardware, database platform, operational procedures, and networking.
- Any newly identified projects beyond those listed above, additions to scope within currently
 identified projects, or requested additions to program management responsibilities will be deemed
 out of scope for the Roadmap program and, to the extent necessary, will be addressed through a
 change order process.
- Tasks established outside of the above-stated projects and related tasks will be considered out-ofscope.
- Huron is not responsible for unforeseen errors or delays caused by software application 'bugs' nor is Huron responsible for ensuring the applications are appropriately licensed or used. Potential delays incurred by the project, due to infrastructure, application, or architectural problems have not been incorporated into the scope of work. Any unforeseen issues arising in these areas and causing delays to the project may require change orders where the scope is changed.

Attachment #9

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2 Establish Progam Office & Program Planning	Tue 9/13/11	Tue 12/20/11		A						
3 Program Planning Phase (90 Day Plan)	Tue 9/13/11	Tue 12/20/11	à	P						
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5 Identify Pronram /Project Priorities & High Le	Eri 9/16/11	Eri 9/16/11	⇔ 9/16							
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9 Finalize Program Charter	Mon 10/10/11	Mon 10/10/11	10/10							
10 Establish Basic Organizational Change Guid	Wed 11/23/11	Wed 11/23/11	•	🖨 11/23						
11 Define Initial Project(s) Scope	Tue 11/29/11	Тие 11/29/11	ę							
12 Update Original Risk Management Ptan	Thu 12/8/11	Thu 12/8/11		♠ 12/8						
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16 Project Implementations	Mon 9/5/11	Fri 12/27/13	¢							À
17 Phase One: Foundations	Mon 9/5/11	Thu 3/15/12								
23 Phase Two: Building	Mon 1/2/12	Fri 12/27/13		t de angre a de sin de la seconda de la constantion de la constantion de la constantion de la constantion de la	n bi da se anna an an anna an anna an anna an anna	and a second	i ya na	na preparate da La Appendencia da La compañía da Caractería de La desta de La desta de La desta de La desta de		P
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ATTACHMENT 1

Attachment #10

ACTION ITEM	TARGET DATE
A work environment (desk, telephone, internet access, production system access, printer access) will be provided for all Huron personnel. The IT Program Manager will provide his own Huron laptop.	8/15/11
Boise State will complete all necessary system access, building access and any other administrative access requests for Huron Personnel	8/15/11
VPN access (or similar secured access) to Boise State data and applications will be established and maintained throughout the duration of the project for Huron's team members to work remotely.	8/15/11
Boise State will provide a full time program manager to work with the Huron Program Manager, as well as access to appropriately skilled program office support resources as deemed necessary by the Program Management Resource Plan and Project Plan	8/26/11
Boise State will provide any initial project organization information – with Boise State assigned roles and responsibilities – for both individual projects and the Program management Office.	8/24/2011
Boise State will provide any documentation regarding any defined project or program objectives, goals, scope, or priorities.	8/24/2011
Boise State, coordinating with Huron Consulting and during the first month following the IT Program Manager start date, will establish an approach and schedule to prevent the incurrence of compensatory tax cost to be borne by Huron Consulting. Common approaches include scheduled	By One Month following actual Start Date of Huron IT
three day on site work weeks or four continuous weeks off site during the course of one year.	Program Manager

ASSUMPTIONS	TARGET DATE
(on-going Boise State "actions" with no single target date)	
Boise State will be responsible, along with selected vendor resources. for the planning and successful	Will vary based on
implementation of all projects within the Enterprise System Roadmap	project
Boise State Leadership will actively set direction and guide the Enterprise Roadmap Program and all	Ongoing throughout
associated projects	the Program
Boise State resources will assist in the development of deliverables as described in each of the project	Ongoing throughout
work plans.	the Program
The program's Communications Strategy and Plan will be executed by Boise State.	Ongoing throughout the Program
Boise State personnel will participate in meetings, training sessions, interviews, or other sessions with	Ongoing throughout
Program Office Representatives as requested	the Program
Boise State will provide resources with the requested skills and experience as required in the program	Ongoing throughout
work plan and individual project work plans	the Program
Boise State representatives will manage relationships with associated constituencies for the program	Ongoing throughout
and related projects, including, but not limited to departments, advisory committees, executive	the Program
committees and external partners	
Boise State will work with the Huron Program Manager to proactively identify issues and recommend	Ongoing throughout
solutions during the pre-award phase and all phases of the Enterprise Systems Roadmap Program	the Program
Once the program resource plan has been established, Boise State Project Team Members will actively	Ongoing throughout
participate in the project based upon the level of participation outlined and provide status reports of all tasks completed/upcoming and document all known issues.	the Program
Boise State employees with the appropriate knowledge of the current business environment and	Ongoing throughout
information systems will be made available as needed and will be committed to active participation in	the Program, initial
all project work sessions in accordance with the project plan and schedule.	resources should be
	identified by 8/26/11
Boise State resources will develop deliverables and work products as assigned in the program work	Ongoing throughout
plan within the assigned timeframe.	the Program
Boise State will make representatives of the end user community available when needed to provide	Ongoing throughout
information, define requirements, and review work products.	the Program
Boise State and Huron Project Management will meet regularly to review project progress, review and	Ongoing throughout
approve key work products and deliverables, report status, resolve issues encountered by the project	the Program

ASSUMPTIONS (on-going Boise State "actions" with no single target date)	TARGET DATE
teams, and identify issues to escalate to the Project Sponsors. Utilizing the program issue management process, it is expected that Boise State will resolve all issues identified as "project critical" within three (3) business days	
Boise State will provide access to existing planning, policy, procedures and process flows, technical infrastructure, application architecture, interface architecture, data model design, reporting inventory, organization charts, and job descriptions. Documentation will be provided to the project team and will be used as the basis for preparing for the initial planning and discovery and analysis sessions.	Ongoing throughout the Program
Boise State will provide leadership resources to participate in the Program Governance Structure, and said resources will actively participate in regular meetings to set direction and guide the project, provide sponsorship for the project throughout the end user community, mobilize and staff resources needed to complete the project, resolve issues escalated by Project Management, and review and approve all key decisions on a timely basis.	Ongoing throughout the Program
Boise State will compel all project teams to employ delivered, vanilla software whenever possible and use generally accepted business process workarounds to fill gaps identified during project Fit/Gap sessions.	Ongoing throughout the Program
To help maximize the value of our work to you and to keep the project moving on schedule, Boise State will agree to comply with all of our reasonable requests and to provide us timely access to all information and locations reasonably necessary to our performance of the services.	Ongoing throughout the Program
Boise State and/or other consultants shall be responsible for completing all requirements definition, application design, process design, organization design, and organization change tasks, activities, and deliverables included within the Roadmap program.	Ongoing throughout the Program
Boise State will be responsible, along with selected vendor partners, for all technical design, application development, application tool development, and technical testing associated with the 'in scope' projects.	Ongoing throughout the Program
Boise State shall be responsible for establishing and following such change control procedures as it deems appropriate for this engagement.	Ongoing throughout the Program
Boise State will deploy at least one full time "program management support officer" to assist program management with key project administration efforts such as project plan maintenance, status report compilation and summary, project information research, budgetary information gathering and	Ongoing throughout the Program

ASSUMPTIONS (on-going Boise State "actions" with no single target date)	TARGET DATE
reporting, variance tracking, etc. Additionally, Boise State will deploy at least one full time "project management support officer" to similarly support the active project managers. The management scope of this program and many of the individual projects is quite large. This Program Manager and PM resource support is need so that program and project managers can effectively focus on their primary responsibilities.	
The Huron IT Program Manager role scope includes a maximum of 4,760 hours of Huron IT Program Manager time dedicated to this project. These hours are consistent with the schedule agreed upon in the IT Program Manager Financials Summary document.	Ongoing throughout the Program
The successful delivery of our services, and the fees charged, are dependent on (i) your timely and effective completion of your responsibilities, (ii) the accuracy and completeness of any assumptions, and (iii) timely decisions and approvals by your management. You will be responsible for any delays, additional costs, or other liabilities caused by any deficiencies in the assumptions or in carrying out Boise State responsibilities.	Ongoing throughout the Program
If applicable, we each agree to comply with the requirement of Section 1861(v)(1)(1) of the Social Security Act, as amended, and any written regulations pursuant thereto, governing the maintenance of documentation to verify the cost of services rendered under this engagement as follows: Until the expiration of four (4) years after the furnishing of services pursuant to this engagement, each Party shall make available upon written request of the Secretary of the Department of Health and Human Services, or upon request of the Comptroller General of the U.S., or any of their duly authorized representatives, the engagement letter, general business terms and any books, documents, and records that are necessary to verify the nature and extent of such costs. If either of us is requested to disclose any books, documents, or records relevant to this engagement for the purpose of an audit or investigation, the party impacted shall immediately notify the other party of the nature and scope of such request and shall make available, upon written request of the other party, all such books, documents or records.	Ongoing throughout the Program
Boise State will provide parking on campus at no cost to all Huron or Huron affiliated project participants.	Ongoing throughout the Program

Page 5 of 5

ATTACHMENT 1

Attachment #11

The following performance scorecard is the recommended measurement tool used to score the performance of the Huron Program Manager. Traditionally, this scorecard is updated every three months by the client steering committee. It is used as the primary tool to evaluate program management effectiveness and identify any areas requiring additional attention. Or a change in approach.

	Performance Measure	Description	Score (1-10)
1	Program Organization Structure Effectiveness	- Is the program organization effectively structured to execute project plan tasks and communicate	x
		effectively among teams? - Area roles and responsibilities clear?	х
2	Program Management Communications	 Is the communication to the steering committee and project sponsors timely, accurate, and succinct? 	x
		 Is the communication to individual project managers robust, timely, accurate, and succinct? 	х
		 Does the project communications manager get timely program wide updates from the program manager? 	х
3	Issue Management Process	 Does the program utilize an effective issue identification, tracking, and management process? 	x
		 Is the steering committee adequately aware of all relevant issues? 	х
4	Program Plan Integration	 Are the 'in scope' project plans effectively integrated and communicated? 	х
		 Are the plans and the status summarized well for the steering committee and program sponsors? 	Х
5	Scope Change Management	 Is a working process in place to identify and manage scope change requests and scope change activity? 	x
		 Are scope change requests effectively presented to the steering committee or relevant scope change governing body? 	х
6	Milestone Completion - Program Manager Support	 How effectively did the Huron Program Manager work with PMs and other program/project leads to successfully meet defined milestones? 	х
		 Did the program framework, organization, and leadership guidance effectively support milestone completion? 	х

ATTACHMENT 1

improve performance?	
- Did the Huron Program Manager work effectively with the steering committee to allocate resources, priorities, and sr. level support as needed for milestone completion?	х

TOTAL SCORE ----> X

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UNIVERSITY OF IDAHO

SUBJECT

Request for authority for site lease and facilities lease for longer than 5 years

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(1) and V.I.2.e

BACKGROUND/DISCUSSION

The City of Moscow has received \$1.7 million in federal funding to construct a public transportation center to serve the City of Moscow and the University of Idaho's (UI) students, employees and visitors. The University has \$200,000 in federal grant funds to apply to a public transit center for the University. The City is also seeking up to an additional \$800,000 in grant funds for the project, however the project can be completed by the City with the current \$1.9 million.

The City has coordinated with UI staff and administration to select a preferred site located on the University of Idaho campus at the intersection of Sweet Avenue and Railroad Street. The City seeks a site lease from the University on which to construct the facility. The facility will be owned and operated by the City. The University will retain ownership of the land and the option to retain the building at the end of the lease term (40 years with an option to extend for up to an additional 40 years).

As consideration to the University for use of the site, the City will enter into a facilities lease with the University to furnish approximately 2,500 sq feet of office space in the center for use as the University's Parking and Transportation Services.

Providing a convenient location for this transit center serving University students and staff will accommodate the regular use of public transportation to and from campus. The proposed set of transaction documents defines the extent and limit of rights established for the approximately half acre parcel needed and the office space to be used by the University.

IMPACT

The University will apply \$200,000 in federal grant funding it has previously received to develop a public transit center on campus to this City of Moscow administered project. The balance of construction costs, and the construction itself, will be provided by the City of Moscow through its grant funds. Upon completion and occupancy, the University will pay for operating costs and facility maintenance costs for the portion of the facility the University will utilize for its Parking and Transportation Services.

ATTACHMENTS

Attachment 1–Proposed Memorandum of Agreement	Page 3
Attachment 2–Proposed Site Lease	Page 15
Attachment 3Proposed Facility Lease	Page 27

STAFF COMMENTS AND RECOMMENDATIONS

The UI and City of Moscow mutually desire to apply separate federal grant funding toward the construction of a public transit center sited on University property. The City would construct, own and operate the facility. The University would retain ownership of the site, and in consideration for use of the site, the City would provide space in the facility for UI's use as its Parking and Transportations Services offices. The UI requests approval of a 40 year site and facilities lease. Staff finds that the memorandum of agreement and corresponding leases convey a significant long-term benefit to the UI and concurrently protect the property interests of the UI and the Board. Staff recommends approval.

BOARD ACTION

I move to approve the memorandum of agreement, the site lease and the facility lease with the City of Moscow in substantial conformance to the forms submitted to the Board in Attachment 1 through 3, and to authorize the University's Vice President for Finance and Administration to execute the same.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

MEMORANDUM OF AGREEMENT BETWEEN CITY OF MOSCOW, IDAHO AND UNIVERSITY OF IDAHO REGARDING THE INTERMODAL TRANSIT CENTER (ITC) PROJECT

THIS MEMORANDUM OF AGREEMENT BETWEEN CITY OF MOSCOW, IDAHO AND THE UNIVERSITY OF IDAHO REGARDING THE INTERMODAL TRANSIT CENTER (ITC) PROJECT (hereinafter "MOA") is entered into the _____ day of _____, 2011 by and between City of Moscow, Idaho, a municipal corporation of the State of Idaho, 206 East Third Street, Moscow, Idaho, 83843 (hereinafter "CITY"), and The Board of Regents of the University of Idaho, a public corporation, state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, P O Box 443168, Moscow, Idaho, 83844-3168 (hereinafter "UNIVERSITY").

WHEREAS, the project will include an approximately eight thousand (8,000) square foot building that will house CITY's public transit provider, UNIVERSITY's Parking and Transportation Services offices, and will include external covered platform and bus loading areas to serve intra-city, inter-city, and regional surface transportation providers (hereinafter "ITC PROJECT"); and

WHEREAS, CITY has secured approximately one million seven hundred thousand dollars (\$1,700,000) of Federal Transit Administration (FTA) Grant Funding for the development of the ITC; and

WHEREAS, UNIVERSITY has secured approximately two hundred thousand dollars (\$200,000), in FTA grant awards to fund the construction of the ITC; and

WHEREAS, the plan to locate the ITC on the University of Idaho campus has lead CITY and UNIVERSITY (in consultation with administrative personnel from Region 10 of the Federal Transportation Administration) to determine that the facility would be best owned, operated and maintained by CITY; and

WHEREAS, CITY and UNIVERSITY wish to enter into a long-term site lease to allow CITY's ITC to occupy land owned and controlled by UNIVERSITY during the useful life of the ITC and to establish the relationship and relative rights and responsibilities between CITY and UNIVERSITY throughout the PARTIES' use of the ITC during its useful life; and

WHEREAS, CITY and UNIVERSITY intend that CITY shall retain control of use by the public transit operators serving the community and those public transit related functional components of the ITC for the duration of the ITC's functional life (contemplated to be forty [40] years); and

WHEREAS, CITY and UNIVERSITY will proportionately share the cost of operation and maintenance of the ITC pursuant to the terms of a long term facility lease; and

WHEREAS, this necessitates the creation of legal agreements to a) permit the CITY to construct, own, and occupy the ITC upon UNIVERSITY's real property, b) permit UNIVERSITY's occupation and use of a portion of the ITC, and c) describe the PARTIES' division of the cost of ITC facility operation and maintenance;

NOW, THEREFORE, CITY and UNIVERSITY hereby agree as follows:

SECTION 1: MOA PARTIES. City of Moscow, Idaho ("CITY"), a municipal corporation of the State of Idaho, 206 East Third Street, Moscow, Idaho, 83843. The Board of Regents of the University of Idaho ("UNIVERSITY"), a public corporation, state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, P O Box 443168, Moscow, Idaho, 83844-3168.

SECTION 2: Term of MOA. Term of this MOA shall be from the date of the last signature hereto to the simultaneous execution of a long term site lease ("Site Lease") and a long term facility lease ("Facility Lease") between CITY and UNIVERSITY for the functional life of the ITC (contemplated to be forty (40) years from the execution of the leases).

SECTION 3: ITC PROJECT Description. The purpose of the ITC PROJECT is to design, construct and operate the ITC as shown in Exhibit "A" which is anticipated to include an approximately eight thousand (8,000) square foot facility to be occupied by CITY's public transit administrative and operational staff and UNIVERSITY's Parking and Transportation Services (PTS) administrative and operational staff; three thousand (3,000) square feet of exterior covered passenger loading and bicycle parking areas and bike lockers; ten (10) overnight bus parking spaces; and an approximately two thousand five hundred (2,500) square foot exterior plaza and pedestrian area. The ITC shall include dedicated space to be occupied by CITY, or CITY's agent (hereinafter "TRANSIT SPACE"), dedicated space for PTS (hereinafter "PTS SPACE"), and shared common areas, such as building lobby areas, mechanical rooms, restrooms and the like (hereinafter "COMMON SPACE").

The ITC PROJECT Site (hereinafter "ITC SITE") is located within the City of Moscow, Idaho, on land directly adjacent to a portion of Lot 60 on the University of Idaho campus addressed as 1006 Railroad Street and located generally on the northeast corner of Sweet Avenue and Railroad Streets as shown in Exhibit "B" attached hereto and incorporated herein by this reference.

SECTION 4: CITY agrees to do the following: CITY agrees to make CITY's awarded FTA funding available for the construction of the ITC facility; secure professional services for and manage the design of the ITC (with the input and assistance of UNIVERSITY); bid, contract, and manage the construction of the ITC; convey a Facility Lease to UNIVERSITY for dedicated use of the PTS SPACE and shared use of the COMMON SPACE for the useful life of the ITC (contemplated to be forty [40] years); and to operate the ITC upon the ITC SITE as required by FTA and further provided by the Facility Lease.

SECTION 5: UNIVERSITY agrees to do the following: Make the ITC SITE available by granting the Site Lease to CITY for the purpose of CITY, its agents and contractors, constructing

City's ITC on UNIVERSITY property and then operating the ITC for the contemplated useful life of the ITC; participate within the design and construction process; and jointly occupy the ITC with CITY pursuant to the terms of the Facility Lease granted by CITY to UNIVERSITY with said Facility Lease allocating the costs of operation and maintenance of the ITC set forth therein.

SECTION 6: CITY agrees to follow all conditions of the Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905. CITY and UNIVERSITY agree that the operational costs of the ITC shall be shared in accordance with this MOA and the Facility Lease.

SECTION 7: Design and Construction Process: CITY shall lead the design and construction process with the assistance of UNIVERSITY. CITY shall manage PROJECT bid and construction process, provide final direction to contractor and architect and shall be responsible for the ITC PROJECT until completion or issuance of Certificate of Occupancy. CITY may delegate all or a portion of the construction management to UNIVERSITY with UNIVERSITY's prior consent and agreement.

SECTION 8: ITC Ownership. CITY shall own the ITC facility and improvements during and following completion of construction of the ITC PROJECT.

SECTION 9: Use of ITC and ITC SITE. CITY agrees to preserve UNIVERSITY's right of use of the PTS SPACE and COMMON SPACE and surrounding ITC SITE including passenger boarding platform, and overnight bus parking areas, and four (4) designated short-term customer parking spaces for the duration of the Facility Lease, which terms are to be incorporated into the Facility Lease.

SECTION 10: ITC Operation, Maintenance, and Improvement: The ITC shall be operated by CITY and jointly occupied by CITY and UNIVERSITY pursuant to the terms of the Facility Lease. The terms of the Facility Lease shall be in substantial conformance to the terms set forth in the draft Facility Lease attached hereto as Exhibit "C".

CITY shall operate and maintain the ITC in accordance with the landlord/tenant relationship established by the Facility Lease. CITY and UNIVERSITY shall jointly agree upon base level of utility and maintenance service (utility, janitorial, landscape and snow removal) to be provided to the ITC, PTS SPACE, and COMMON SPACE, and the cost of such services shall be shared proportionately between CITY and UNIVERSITY. Such proportionate cost sharing shall be calculated as the sum of all utility, janitorial and site maintenance costs multiplied by the percentage of dedicated space occupied by CITY or UNIVERSITY plus fifty percent (50%) of the percentage of shared COMMON AREA as illustrated in the following example:

Total Building Enclosed Square Footage =	7,245 sq. ft.
TRANSIT SPACE =	2,430 sq. ft.
PTS SPACE =	2,580 sq. ft.
COMMON SPACE =	2,235 sq. ft.
Total Annual Cost = \$5 per sq. ft. x 7,245 =	\$36,225

CITY Share = (2,430 + (2,235 x 0.5)) / 7,245 = 48.96 % x \$36,225 = \$17,737.50 UNIVERSITY Share = (2,580 + (2,235 x 0.5)) / 7,245 = 51.04% x \$36,225 = \$18,487.50

ITC repairs and/or improvements, beyond common janitorial or minor maintenance activities, shall be jointly agreed between both PARTIES regarding the need, extent and payment for such improvements prior to the completion of such improvements. It is the intent that any such costs shall be shared in the same proportionate fashion as described herein. Should any primary building system component (such as heating and ventilation systems, plumbing systems or components, or electrical systems or components) fail and require immediate repair or replacement, both PARTIES agree that such primary system repair or replacement shall occur and the cost shall be paid by each party in the same proportionate manner described herein.

SECTION 11: ITC Ancillary Revenue Generation: Any revenue generated as a result of the construction or operation of the ITC, such as any third party tenant lease of space within the ITC, locker rental, or similar revenue that is the result of the construction of the ITC with FTA grant funding, shall be accounted for separately and may only be used for the operation of the ITC or the provision of public transit services within Moscow in accordance to Federal regulation. Revenues of PTS arising from its operations (including but not limited to parking fees, ticketing and other typical parking management revenues) shall not be considered revenues generated as a result of the construction or operation of the ITC.

SECTION 12: General Provisions

A. Records Custody, Maintenance, and Ownership

CITY shall be custodian of records in its possession or control according to Idaho law. UNIVERSITY shall be custodian of its own records, pursuant to Board of Regents custom rules and practice and according to Idaho law.

Both PARTIES shall make available to CITY all technical data of record in the respective PARTIES' possession, including maps, surveys, water quality data and other information necessary to support the ITC PROJECT.

Documents of service to the ITC PROJECT shall be the property of CITY, which shall have the exclusive and unrestricted authority to release, publish, or otherwise use them, in whole or in part. All such documents developed under this MOA shall not be subject to copyright or patent in the United States or in any other country without the prior written approval and express authorization of CITY.

B. Compliance with Applicable State or Federal Laws.

This MOA is performed in Moscow, Latah County, Idaho, and is subject to all applicable Federal and State laws, statutes, codes, any and applicable permits, ordinances, rules, orders, and regulations of any local, state, or federal government authority having or asserting jurisdiction.

C. Force Majeure

Time periods provided for performance of the obligations set forth in this MOA shall be extended for a period or periods of time equal to any period or periods of delay caused by strikes, lockouts, fire, or other casualty, litigation by third parties, the elements or acts of God, or other causes, other than financial, which are beyond the reasonable control of the party having the relevant obligation.

D. Notice and Communications, PROJECT Representatives

CITY and UNIVERSITY hereby designate their authorized representatives to act on their behalf with respect to the services and responsibilities under this MOA. The following designated representatives are authorized to receive notices, transmit information and make decisions regarding the ITC PROJECT on behalf of their respective PARTIES, except as expressly limited herein. These representatives are not authorized to alter or modify the terms and conditions of this MOA, except as provided in this MOA.

For CITY:

Name: Address: P O Box 9203 Moscow, ID 83843 E-mail Address: Work Telephone: 208-883-Fax Telephone: 208-883-

For UNIVERSITY:

Name: Address: Work Telephone: 208-Fax Telephone: 208-

E-mail Address:

In the event any changes are made to the authorized representatives or other information listed above, CITY and UNIVERSITY agree to furnish each other timely, written notice of such changes.

E. No Joint Venture and No Joint Powers Agreement

Nothing contained in this MOA shall be construed as creating a joint venture partnership or agency relationship between the PARTIES other than as provided in this MOA. The PARTIES herein specifically intend <u>not</u> to create a joint powers agreement as authorized by Idaho Code Sections 67-2326 through 67-2333.

F. Successors and Assigns

The work on the ITC PROJECT to be provided under this MOA, and any claim arising hereunder, is not assignable or delegable by either PARTY in whole or in part, without the express prior written consent of the other PARTY.

G. Severability

The illegality, invalidity or unenforceability of any term, condition, or provision of the MOA shall in no way impair or invalidate any other term, condition, or provision of the MOA. All such other terms, conditions, and provisions shall remain in full force and effect.

H. Jurisdiction and Venue

It is agreed that this MOA shall be construed under and governed by the laws of the State of Idaho. In the event of litigation concerning it, it is agreed that proper venue shall be the District Court of the Second Judicial District of the State of Idaho, in and for the County of Latah.

- I. Indemnification
 - 1. Unless otherwise determined by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, CITY waives any and all claims and recourse against UNIVERSITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to UNIVERSITY's performance of this MOA, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, UNIVERSITY shall indemnify, hold harmless, and defend CITY against any and all claims, demands, damages, costs, expenses, or liability arising out of the sole negligence of this MOA, except for liability arising out of the sole negligence of this MOA, except for liability arising out of UNIVERSITY's performance of this MOA, except for liability arising out of UNIVERSITY shall indemnify, hold harmless, and defend CITY against any and all claims, demands, damages, costs, expenses, or liability arising out of the sole negligence of CITY or its officers, agents, or employees.

If CITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by CITY directly results in judgment(s), costs, and/or expenses to UNIVERSITY, then CITY shall reimburse UNIVERSITY for the portion of such judgment(s), costs and/or expenses attributed to CITY as a result of such determination of CITY's sole negligence.

2. Unless otherwise required by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, UNIVERSITY waives any and all claims and recourse against CITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to CITY's performance of this MOA, except for liability arising out of the sole negligence of CITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, CITY shall indemnify, hold harmless, and defend UNIVERSITY against any and all claims, demands, damages, costs, expenses, or liability arising out of CITY's performance of this MOA, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees.

If UNIVERSITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by UNIVERSITY directly results in judgment(s), costs, and/or expenses to CITY, then UNIVERSITY shall reimburse CITY for the portion of such judgment(s), costs and/or expenses attributed to UNIVERSITY as a result of such determination of UNIVERSITY's sole negligence.

J. Insurance and Notice of Claims

CITY's liability coverage is provided through the Idaho Counties Risk Management Program (ICRMP). UNIVERSITY's liability coverage is provided through a selffunded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and of UNIVERSITY and CITY's indemnification under this MOA, with respect to claims covered by the Idaho Tort Claims Act, are five hundred thousand dollars (\$500,000) Combined Single Limits, which amount is CITY's and UNIVERSITY's limit of liability under the Idaho Tort Claims Act.

Notification. CITY and UNIVERSITY shall promptly notify the other party of any claim arising under, or otherwise related to, the provisions of this MOA. CITY and UNIVERSITY shall cooperate with the other party in defense of such claims, as provided in this MOA.

CITY and UNIVERSITY shall each provide a Certificate of Insurance or a Certificate of Financial Responsibility to the other party, evidencing coverage pursuant to this MOA. Notice of claim or incident shall be given to the ITC PROJECT representative for the party by the party receiving such claim or incident.

Following completion of the ITC PROJECT, notice of claim or incident shall be given to CITY Clerk, P O Box 9203, Moscow, Idaho, 83843, or Risk Manager, University of Idaho, P O Box 443162, Moscow, Idaho, 83844-3162.

K. Remedies and Disputes. Any and all claims, disputes or controversies arising under, out of, or in connection with this MOA, which the PARTIES hereto shall be unable to resolve within sixty (60) days, shall be mediated in good faith by the PARTIES.

Nothing in this MOA shall be construed to limit the PARTIES' choice of a mutually acceptable dispute resolution method in addition to the dispute resolution procedure outlined above, or to limit the PARTIES' rights to any remedy at law or in equity for breach of the terms

of this MOA and the right to receive reasonable attorney's fees and costs incurred in enforcing the terms of this MOA.

IN WITNESS WHEREOF, the PARTIES have executed this MOA to be effective the date first above written.

CITY:

UNIVERSITY

CITY Of Moscow, Idaho

Board of Regents Of The University Of Idaho

Nancy Chaney, Mayor

Ronald E. Smith, Vice President for Finance Administration Date: _____

ATTEST:

Stephanie Kalasz, CITY Clerk

Exhibit "A" – ITC Facility Plan



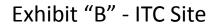
ATTACHMENT 1

Exhibit "A" – ITC Facility Plan





ATTACHMENT 1





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INTERMODAL TRANSIT CENTER SITE LEASE

THIS INTERMODAL TRANSIT CENTER SITE LEASE is entered into as of the _____ day of _____, 2011, by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate organized and existing pursuant to the Constitution and laws of the State of Idaho (hereinafter "UNIVERSITY") and the CITY OF MOSCOW, IDAHO, a municipal corporation of the State of Idaho (hereinafter "CITY"). This Agreement is hereinafter referred to as the "Site Lease".

RECITALS

UNIVERSITY is the owner of certain real property shown in Exhibit A ("Premises") hereto and desires to lease such property to the CITY for the purpose of permitting CITY to construct, own, and operate an intermodal transit center ("ITC") as described by the Memorandum of Agreement entered into by the parties to this Site Lease. The Memorandum of Agreement (MOA) is attached hereto as Exhibit "B", and

CITY has adequate funding to construct the ITC and has determined UNIVERSITY's site is the best location for the ITC to serve CITY residents and UNIVERSITY's students, employees, and visitors, and

Premises are currently occupied by landscaping and parking and pedestrian improvements owned by UNIVERSITY. Prior to commencement of this Lease on January 1, 2012, UNIVERSITY has provided CITY with ample opportunity to inspect and test the condition of the Premises. Therefore, when CITY takes possession of Premises, CITY will accept the Premises in its "AS-IS" condition with all faults, if any, including both latent and patent defects. UNIVERSITY is not making, will not make, has not made and expressly disclaims any representations or warranties, express or implied, with respect to any aspect, feature or condition of the Premises for CITY's intended use. CITY's use and occupation of the Premises under this Site Lease will be at CITY's sole risk and in reliance solely upon CITY's inspection or noninspection, as the case may be, as to the condition of Premises; and

This Site Lease is granted to CITY by UNIVERSITY upon condition that CITY simultaneously grants to UNIVERSITY a long term lease providing UNIVERSITY with operational use of a portion of the completed ITC ("Facility Lease") as provided by the MOA.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. Recitals: The parties acknowledge the foregoing Recitals are true and are incorporated into this Site Lease as if set forth in full.

- B. Premises: UNIVERSITY hereby leases to CITY, subject to the conditions expressed herein, certain real property located in the City of Moscow in Latah County, Idaho, commonly known as 1006 Railroad Street and more specifically shown in Exhibit "A" attached hereto and incorporated herein, and together with a non-exclusive right for reasonable vehicular and pedestrian and ingress and egress over and across adjacent property owned by the UNIVERSITY (excluding any public rights of way), all of which as they may exist from time-to-time, sufficient to provide reasonable access to and from, for the reasonable use of the Premises.
- C. Initial Term and Renewal Term: The Site Lease commences January 1, 2012 and shall terminate on December 31, 2051 ("Initial Term"). If, as provided by the agreed upon conditions for renewal of the Facility Lease, the parties renew the Facility Lease, then this Site Lease shall be renewed for a term that is concurrent with such Facility Lease term renewal ("Renewal Term"), but such renewal term shall not extend beyond December 31, 2091, unless such further renewal is agreed upon by both parties, by separate written agreement.
- D. Rent: In lieu of rent for this Site Lease, City shall lease space in the completed ITC to UNIVERSITY as provided by the MOA.
- E. Development: CITY shall have the right to construct, own, and operate ITC as described in the MOA.
- Removal of Buildings and Improvements: CITY shall, at the end of the Initial Term or, if F. extended, the Renewal Term, at CITY's sole cost and expense, remove or cause to be removed all buildings, structures, foundations, footings, materials signs or signboards, debris or other articles or facilities owned or used by CITY or CITY's contractors or placed on, above or below the surface of Premises by CITY or CITY's Contractors. CITY agrees to restore and level Premises to a condition satisfactory to UNIVERSITY. In the event the buildings and improvements are deemed by UNIVERSITY to be functional at the time of Site Lease termination, and CITY wishes to abandon rather than demolish and remove the buildings and improvements, UNIVERSITY shall accept the surrender of the Premises with the building and improvements left intact on the Premises. Unless otherwise agreed in writing by the Parties, CITY shall not be entitled to compensation for any value attributed to the buildings or improvements removed or abandoned to UNIVERSITY under the terms of this Site Lease. Unless otherwise agreed to in writing by the Parties, CITY shall remove CITY's and any contractor's personal property from Premises at the end of the Term. CITY is granted a period of thirty (30) days following the termination date of this Site Lease to effect such removal.
- G. Taxes and Fees: CITY or CITY's contractors shall pay all applicable taxes, fees, special assessments or other charges which may become due or which may be assessed against Premises, against CITY or its contractors, against the business conducted or personal property placed or used on Premises and against any and all improvements placed thereon during or for the period of the term of Site Lease even though such taxes, fees, special assessments, or other charges may not become due and payable until after termination of Site Lease.
- H. Right to Assign: Except to the extent described by the MOA in regards to other parties providing specific public transportation services at the ITC, CITY shall not assign this

Site Lease or sublet the Premises, or any part or portion thereof, without the prior written consent of UNIVERSITY. In the event of assignment of this Site Lease or other permission granted by CITY to public transportation service providers operating at the ITC, CITY is responsible for ensuring compliance with the occupation terms of this Site Lease from any assignee or subtenant. In the event of sale by UNIVERSITY of the property on which the Premises are located, UNIVERSITY shall be released from any and all obligations or duties arising under this Site Lease. In the event that UNIVERSITY's rights and obligations hereunder are assigned to a third party or Premises are sold to a new owner, UNIVERSITY shall cause such successor in interest to expressly assume in writing all of UNIVERSITY's duties and obligations pursuant to this Site Lease.

- I. Permitted Use: CITY shall use and occupy Premises for the sole and exclusive purpose of constructing, operating, and maintaining the ITC. Use of the Premises for purposes other than the ITC as defined in the MOA are not permitted without written request from CITY and the written approval of UNIVERSITY.
- J. Utilities: CITY agrees to pay all utilities required by CITY or assign payment responsibility to any contractor performing or operating on Premises or as otherwise provided by the MOA and Facility Lease.
- K. Indemnification and Insurance:

CITY and UNIVERSITY are each considered a Governmental entity under the Idaho Tort Claims act (Idaho Code 6-901 through 6-929). CITY's liability coverage is provided through the Idaho Counties Risk Management Program (ICRMP). UNIVERSITY's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and of UNIVERSITY and CITY's indemnification hereunder, with respect to claims covered by the Idaho Tort Claims Act, are five hundred thousand dollars (\$500,000) Combined Single Limits, which amount is CITY's and UNIVERSITY's limit of liability under the Idaho Tort Claims Act. Nothing in this agreement shall be construed so as to expand the liability of CITY or UNIVERSITY beyond the limit of liability under the Idaho Tort Claims Act for any claims covered by such act.

Indemnification between CITY and UNIVERSITY:

1. Unless otherwise determined by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, CITY waives any and all claims and recourse against UNIVERSITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to UNIVERSITY's performance hereunder, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, UNIVERSITY shall indemnify, hold harmless, and defend CITY against any and all claims, demands, damages, costs, expenses, or liability arising out of the sole negligence of CITY or its officers, agents, or employees.

If CITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by CITY directly results in judgment(s), costs, and/or expenses to UNIVERSITY, then CITY shall reimburse UNIVERSITY for the portion of such judgment(s), costs and/or expenses attributed to CITY as a result of such determination of CITY's sole negligence.

2. Unless otherwise required by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, UNIVERSITY waives any and all claims and recourse against CITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to CITY's performance hereunder, except for liability arising out of the sole negligence of CITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, CITY shall indemnify, hold harmless, and defend UNIVERSITY against any and all claims, demands, damages, costs, expenses, or liability arising out of CITY's performance of this MOA, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees.

If UNIVERSITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by UNIVERSITY directly results in judgment(s), costs, and/or expenses to CITY, then UNIVERSITY shall reimburse CITY for the portion of such judgment(s), costs and/or expenses attributed to UNIVERSITY as a result of such determination of UNIVERSITY's sole negligence.

Insurance Requirements for CITY and UNIVERSITY.

CITY's liability coverage is provided through the Idaho Counties Risk Management Program (ICRMP). UNIVERSITY's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability with respect to claims covered by the Idaho Tort Claims Act, are five hundred thousand dollars (\$500,000) Combined Single Limits, which amount is CITY's and UNIVERSITY's limit of liability under the Idaho Tort Claims Act. CITY and UNIVERSITY shall maintain their insurance through ICRMP and the State of Idaho Office of Insurance Management, throughout the term hereof.

Notification. CITY and UNIVERSITY shall promptly notify the other party of any claim arising under, or otherwise related to, the provisions hereof. CITY and UNIVERSITY shall cooperate with the other party in defense of such claims.

CITY and UNIVERSITY shall each provide a Certificate of Insurance or a Certificate of Financial Responsibility to the other party, evidencing coverage pursuant hereto. Notice of claim or incident shall be given to the representative for the party by the party receiving such claim or incident.

Indemnification by Third Parties.

Subtenants or contractors of CITY (other than UNIVERSITY) shall be required to indemnify, defend and hold the State of Idaho, and UNIVERSITY and its governing board, employees, agents, and assigns 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 CITY's or subtenant's/contractor's part to be performed under the terms of this Site Lease, or arising from any act, negligence or the failure to act of subtenant or contractor, or any agents, contractors, employees, invitees or guests thereof. CITY shall require any subtenants or contractors to provide indemnification to UNIVERSITY, as provided above.

Insurance by Third Parties.

During the Term of this Site Lease, subtenants or contractors of CITY shall be required to carry the types and limits of insurance shown in this insurance clause, and to provide UNIVERSITY with a Certificate of Insurance. At any time, UNIVERSITY reserves the right to amend insurance requirements or require a security bond, if circumstances warrant such action. Additionally and at its option, UNIVERSITY may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of UNIVERSITY's request. All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho. CITY shall furnish UNIVERSITY with a certificate of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage UNIVERSITY may choose to maintain. All certificates shall provide for thirty (30) days' written notice to UNIVERSITY prior to cancellation or material change of any insurance referred to therein. All policies shall name State of Idaho and the Regents of the University of Idaho as an additional insured. Certificates shall be mailed to: P O Box 443162, Moscow, Idaho, 83844-3162, Attn: Risk Management. All policies shall contain waiver of subrogation coverage or endorsements.

Failure of UNIVERSITY to demand such certificate or other evidence of full compliance with these insurance requirements or failure of UNIVERSITY to identify a deficiency from evidence that is provided shall not be construed as a waiver of CITY's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Site Lease at UNIVERSITY's option. By requiring insurance herein, UNIVERSITY does not represent that coverage and limits will necessarily be adequate to protect CITY, and such coverage and limits shall not be deemed as a limitation on CITY's liability under the indemnities granted to UNIVERSITY in this Site Lease. CITY shall require any subtenants or contractors to comply with the insurance provisions of this Site Lease. In the event CITY is not occupying space and is enforcing the subtenant's compliance with these insurance provisions, CITY shall not be responsible, as a requirement of this Site Lease, to maintain the specific insurance required below:

CITY shall obtain or require subtenants (other than UNIVERSITY) or contractors to obtain insurance of the types and in the amounts described below:

- 1. Commercial General and Umbrella Liability Insurance. CITY (or subtenant) 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 to the Demised Premises 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.
- 2. Commercial Auto Insurance. CITY (or subtenant) shall maintain a Commercial Auto policy with a Combined Single Limit of \$1,000,000; Underinsured and Uninsured Motorists limit of \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of \$10,000. Coverage shall include Non-Owned and Hired Car coverage.
- 3. Personal property. CITY (or subtenant) shall purchase insurance to cover CITY's (or subtenant's) personal property. In no event shall UNIVERSITY be liable for any damage to or loss of personal property sustained by CITY (or subtenant), whether or not insured, even if such loss is caused by the negligence of UNIVERSITY, its employees, officers or agents.
- 4. Workers' Compensation. Where required by law, CITY (or subtenant) shall maintain all statutorily required coverages including Employer's Liability.
- L. Hazardous/Materials: CITY shall not, nor shall it allow others to, accumulate, use, or store on the Premises materials classified as hazardous, biomedical or toxic waste except in compliance with environmental laws and other applicable state, federal, or local laws, rules or regulations. CITY shall comply and require its contractors to comply with any lawful order by an entity reposed with authority to regulate the use, accumulation, storage or disposal of hazardous waste. CITY shall not be responsible for any of such materials placed on the Premises by or through the UNIVERSITY prior to or during this Site Lease. As used herein, the term "environmental laws" shall mean the Comprehensive Environmental Response Compensation and Liability Act of 1980, as amended (CERCLA), the Resource Conservation Recovery Act, as amended (RCRA), the Federal Water Pollution Control Act, the Clean Air Act and any similar local, state or federal law, rule, ordinance or regulation. As used herein, the term "hazardous materials" shall mean any hazardous substance, pollutants, contaminants, or other hazardous waste or toxic substances defined in any environmental laws including, without limitation, petroleum and petroleum products, asbestos and asbestos containing materials, PCBs and urea-formaldehyde. In the event CITY or its contractors or subcontractors placed hazardous materials in violation of any environmental laws on the Premises during or prior to the date of the Site Lease, CITY shall, at CITY's cost and expense, cause such testing to be performed and shall cause any such hazardous materials to be removed, remediated or abated in compliance with all environmental laws. CITY hereby agrees to indemnify, defend, and hold UNIVERSITY harmless from and against any and all claims, damages, liabilities, costs, expenses (including reasonable attorneys' fees), causes of action and judgments arising out of or

related to hazardous materials existing in, or under the Premises caused by CITY or its contractors during or prior to the date of this Site Lease.

- M. Property Encumbrances: This Site Lease is subject to all applicable restrictions and all limitations of record, and is subject to any and all easements for public utilities of record.
- N. Waste and Nuisance Prohibited: CITY shall comply, during the term of this Site Lease, with all applicable laws affecting the Premises, the violation of which might result in any penalty assessed upon the UNIVERSITY or forfeiture of the UNIVERSITY's title to the Premises. CITY shall not commit, or suffer to be committed, any waste on the Premises or improvements, or any nuisance.
- O. Remedies and Forbearance/Waivers: No delay or omission on the part of the UNIVERSITY or CITY to exercise any right or power granted herein shall impair any such right or power nor shall be construed as a waiver thereof, and every such right or power may nevertheless be exercised.
- P. Officials, Agents. and Employees Not Personally Liable: It is agreed that in no event shall any official, officer, employee or agent of the UNIVERSITY, nor any official, officer, employee or agent of the CITY be in any way personally liable or responsible for any covenant or agreement herein contained, whether expressed or implied, nor for any statement, representation or warranty made herein or in any way connected with this Site Lease.
- Q. Quiet Enjoyment: UNIVERSITY covenants that the CITY shall have the peaceful and quiet enjoyment of the Premises for the term of the Site Lease.
- R. Right of Entry: CITY shall permit the UNIVERSITY and the agents and employees of the UNIVERSITY to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same for compliance with the terms of this Site Lease; provided, however, that UNIVERSITY shall first give twenty four (24) hours written notice of its desire to inspect the Premises and such inspection shall be accompanied by a designated representative of the CITY. Such notice for right of entry and inspection procedures shall not apply during an emergency in which such notice is impractical and UNIVERSITY's access to the Premises is necessary for preservation of life and/or property.
- S. Default: In the event UNIVERSITY shall at any time deem CITY to be in breach of this Site Lease, UNIVERSITY shall promptly notify CITY, in writing, stating specifically the nature of any such alleged breach. CITY shall not be deemed to be in default hereunder unless CITY fails to commence to cure any such default within ninety (90) calendar days after its receipt of such written notice and to diligently proceed to cure such default within a reasonable time. In the event of default, UNIVERSITY shall have all rights and remedies provided by law.
- T. Attorney Fees and Costs: In the event that either party to this Site Lease shall enforce any of the provisions hereof in any action at law or in equity the prevailing party to such litigation shall be entitled to recover from the other party or parties all costs and expenses, including reasonable attorney fees, incurred therein.
- U. Integration: This Site Lease embodies the entire agreement regarding the disposition of the rights associated with the Premises and represents the understanding of the parties relating to

the subject matter herein and supersedes all prior understandings relating thereto. This Site Lease shall not be modified except in writing signed by all parties to be bound.

- V. Execution of Documents: The parties agree that they shall sign or cause to be signed all documents necessary to the effectuation of this Site Lease or any of the provisions herein.
- W. Authority to Enter Lease: UNIVERSITY has the authority to enter into this Site Lease and the execution, delivery of this Site Lease and the performance of the contractual obligations set forth herein are not in violation of any federal, state, or local statute, ordinance, rule or regulation and that no consents not already obtained are required. Individuals signing on behalf of UNIVERSITY and CITY have the delegated authority to obligate their respective entity as provided by this Lease.
- X. Notices: All notices under this Site Lease shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the date of mailing if mailed to the party to whom notice is to be given by registered or certified United States mail, postage prepaid, and properly addressed as follows:

If to the UNIVERSITY:	Board of Regents of the University of Idaho Attn: Vice President for Finance and Administration University of Idaho Moscow ID 83844-3168
If to the CITY:	City of Moscow Attn: City Supervisor PO Box 9203 Moscow ID 83843

The addresses provided above may be changed and additional addresses or notices may be specified from time to time by notice given in writing in accordance with this Section.

- Y. Binding Effect: This Site Lease shall be binding upon and shall inure to the benefit of the heirs, personal representatives, successors and assigns of the parties.
- Z. Severability: If any term or provision of this Site Lease or the application of it to any person or entity or circumstances shall to any extent be invalid or unenforceable, the remainder of this Site Lease or the application of such term or provision to persons, entities or circumstances, other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Site Lease shall be valid and shall be enforced to the extent permitted by law.
- AA. Headings: Section headings contained herein are for convenience and reference and are not intended to define or limit the scope of any provisions of this Site Lease.
- BB. Counterparts: This Site Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.
- CC. Time of the Essence: Time is of the essence of this Site Lease, and of each and every covenant, term, condition, and provisions thereof.

- DD. Nondiscrimination and Affirmative Action: UNIVERSITY and CITY shall not discriminate against any employee or applicant for employment in the performance of this Site Lease, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Site Lease. UNIVERSITY and CITY certify that they do not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the UNIVERSITY and CITY agree to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:
 - 1. For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).
 - For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).
 - 3. For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).
 - 4. For nondiscrimination based on Age this includes, but is not limited to, executive Order 11141, February 12, 1964 (29 CFR 2477).
 - 5. UNIVERSITY and CITY shall include the terms of this clause in every subcontract or purchase order exceeding \$50,000 and shall act as specified by the Department of Labor to enforce the terms and implement remedies.
- EE. Venue, Governing Law: Any legal proceeding instituted between the parties shall be in the courts of the County of Latah, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho.

IN WITNESS WHEREOF, the parties have caused this Site Lease to be executed effective as of the day and year first above written.

UNIVERSITY:

CITY:

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

By_____ Ronald E. Smith, Vice President Finance and Administration

By_____ Nancy Chaney, Mayor

CITY OF MOSCOW

ATTEST:

Stephanie Kalasz, City Clerk

Date _____

Date _____

ATTACHMENT 2

Exhibit "A" - ITC Site



ATTACHMENT 2

EXHIBIT "B"

Memorandum of Agreement

INTERMODAL TRANSIT CENTER FACILITY LEASE

THIS INTERMODAL TRANSIT CENTER FACILITY LEASE (hereinafter "Facility Lease") is entered into as of the ______day of ______, 2011, by and between the Board of Regents of the University of Idaho, a state educational institution and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("UNIVERSITY") and the City of Moscow, Idaho, a municipal corporation of the State of Idaho ("CITY").

I. BASIC PROVISIONS.

The following basic provisions are a part of this Lease:

A. Lessee. The Board of Regents of the University of Idaho (UNIVERSITY) is the lessee whose current mailing address is Vice President for Finance and Administration, Moscow, Idaho, 83844-3168.

B. Lessor. City of Moscow is the lessor CITY's current mailing address is P O Box 9203, Moscow, Idaho, 83843.

C. Premises and Common Space. The leased premises are located at 1006 Railroad Street, Moscow, Idaho and comprise approximately 2580 square feet of space exclusively provided to UNIVERSITY under the terms of this Facility Lease ("Premises") and shared use of approximately 2235 additional square feet to be used for public waiting areas, restrooms, hallways and building systems ("COMMON SPACE"), as well as exterior public transportation facilities which includes passenger boarding platforms, overnight bus parking areas and associated walking areas and vehicular access routes ("EXTERIOR COMMON SPACE"), all as shown on the attached Exhibit "A".

D. Permitted Use. The use of Premises by UNIVERSITY permitted under this Facility Lease shall be limited to dedicated office space for the purposes of operating UNIVERSITY's Parking and Transportation Services and COMMON SPACE to provide public waiting areas, restrooms, hallways and building systems associated with UNIVERSITY's uses.

E. Initial Term and Commencement Date. This Facility Lease shall commence upon completion of the Intermodal Transit Center (ITC) as evidenced by issuance to CITY of a Certificate of Occupancy from the applicable certifying agency or department (the "Commencement Date") and shall end on December 31, 2051("Initial Term").

F. Rent and Monthly Operating Costs. As provided by the Memorandum of Agreement ("MOA") between these parties (attached as Exhibit "B"), CITY shall provide Premises and associated COMMON SPACE without payment of rent required. UNIVERSITY shall pay CITY

the monthly amounts as calculated in Section IV.C. of this Facility Lease for custodial services, grounds keeping, exterior snow removal, and utilities ("Operating Costs").

G. Facility Costs. UNIVERSITY and CITY shall pay amounts calculated in Section IV.D. of this Facility Lease for facility repair, maintenance, or replacement materials and services ("Facility Costs"). Facility Costs shall not include repair or replacement due to fire or other casualty loss.

II. GRANT OF PREMISES AND POSSESSION.

A. Grant of Premises. CITY leases to UNIVERSITY and UNIVERSITY leases from CITY the Premises subject to the terms and conditions of this Facility Lease.

B. Possession. CITY shall deliver possession of the Premises (including the rights, privileges, benefits, rights-of-way and easements now or in the future appurtenant to the Premises) to UNIVERSITY on the Commencement Date. During the Initial Term, CITY covenants on behalf of itself and its respective successors and assigns to provide quiet and peaceable possession of the Premises to UNIVERSITY, subject to the express provisions of this Facility Lease.

III. INITIAL TERM AND RENEWAL TERM.

This Lease shall terminate on December 31, 2051. Prior to January 1, 2047, CITY shall determine if CITY intends to continue operating and maintaining the ITC (as such operation, maintenance, and uses are described by the MOA between the two parties) for a period that extends beyond the Initial Term. If so, CITY shall notify UNIVERSITY in writing of its intent to extend the provisions of this Facility Lease for a specified period that shall not extend past December 31, 2091. Upon such notice requesting an extended term, and UNIVERSITY'S determination that CITY has satisfactorily maintained the ITC to an extent that makes the facility functional for CITY and UNIVERSITY'S continued use, UNIVERSITY shall extend the term of the ITC Site Lease for the same period (which shall not extend past December 31, 2091). Such extended term shall be referred to as the "Renewal Term" and all relevant provisions of the Initial Term.

IV. PAYMENT OF OPERATING AND FACILITY COSTS.

A. Payment of Operating and Facility Costs. UNIVERSITY agrees to pay CITY, its share (as provided herein) of Operating Costs and Facility Costs for the Premises, COMMON SPACE and EXTERIOR COMMON SPACE.

B. Date and Form of Payments. Payments for Operating Costs shall be paid monthly and in accordance with Section IV.C. of this Facility Lease. Facility Costs shall be paid periodically as provided in Section IV.D. of this Facility Lease. Each payment is due within fifteen (15) days of CITY's invoice date for Operating Costs and Facility Costs as calculated in accordance with Sections IV.C. and IV.D. of this Facility Lease. All payments shall be made payable to "City of Moscow", and mailed to the attention of "Finance Department, PO Box

9203, Moscow, Idaho, 83843" or such different address or person as CITY shall provide to UNIVERSITY by written notice.

C. Calculation of Operating Costs. CITY shall calculate and submit to UNIVERSITY all monthly Operating Costs for the entire building and EXTERIOR COMMON SPACE shown in the attached Exhibit "A", and multiply that sum by 0.5104 (the multiplier representing UNIVERSITY's share of Operating Costs).

Determination and Calculation of Facility Costs. CITY shall determine the ITC D. facility maintenance needs for repair, maintenance, and replacement of COMMON SPACE, EXTERIOR COMMON SPACE, and all building components, systems, and equipment not exclusively located in or serving the Premises nor for those portions of the building spaces dedicated to CITY's exclusive use ("ITC Facility Maintenance Needs"). ITC Facility Maintenance Needs shall not include repair or replacement due to fire or other casualty loss. Determination of ITC Facility Maintenance Needs and an estimate of Facility Costs to meet such ITC Facility Maintenance Needs, and proposed ITC maintenance project completion dates shall be presented to UNIVERSITY annually (if any). In consultation with UNIVERSITY, but at the ultimate determination of CITY, CITY shall define project scope, coordinate project completion and make payment for such project to performing vendors, CITY employees, or contractors. Based upon the total project costs to complete the defined work (including reasonable costs for work CITY's employees perform), CITY shall multiply the total cost of such work by 0.5104 (the multiplier representing UNIVERSITY's share of Facility Costs) to determine the payment due from UNIVERSITY for each ITC Facility Maintenance Need addressed and completed. In the event of actual failure or partial failure of any building component, system, or equipment (that is defined above as an ITC Facility Maintenance Need), that in the CITY's determination requires immediate repair or replacement, CITY shall arrange for the immediate completion and payment of such work. Based upon the total reported costs to complete this work, CITY shall multiply the total cost of such work by 0.5104 (the multiplier representing UNIVERSITY's share of Facility Costs for the building) to determine the payment due from UNIVERSITY for such project.

V. OPERATION OF PREMISES.

A. UNIVERSITY's Use of Premises. The Premises shall be occupied and used by UNIVERSITY only for the Permitted Use and for no other purpose. UNIVERSITY will not commit waste on the Premises, COMMON SPACE or EXTERIOR COMMON SPACE, or disfigure or deface any part of the building, grounds, or any other part or portion of the Premises, including fixtures, carpeting, or wall coverings (painted surfaces of the Premises). UNIVERSITY further covenants that it will repair and maintain the furnishings fixtures and equipment exclusively occurring within the Premises (but not including components, systems, and equipment that serve the overall building, such as portions of mechanical, electrical and plumbing systems that serve the ITC facility outside the Premises), at UNIVERSITY's effort and expense throughout the Initial Term.

B. CITY's Obligations. Subject to the provisions of Section IV.D. of this Facility Lease for UNIVERSITY's payment of its share of Facility Costs, CITY shall provide repair,

maintenance, and replacement materials and services to the building, COMMON SPACE and EXTERIOR COMMON SPACE. CITY is not obligated or authorized to perform such work within the Premises, except by separate written agreement with UNIVERSITY describing scope and cost assignment (if agreed upon by both parties).

C. Utilities and Custodial Services. Subject to the provisions of Section IV.C. of this Facility Lease, CITY shall be responsible for and shall promptly pay all charges to provider, when due, for water, natural gas, electricity, and any other utility, custodial or other service (excluding phone, internet and television) if used upon or furnished to the Premises or COMMON SPACE or EXTERIOR COMMON SPACE. Unless caused by the negligent or intentional acts or omissions of CITY or its representatives, CITY shall not be liable in damages or otherwise for any failure or interruption of (i) any utility service being furnished to the Premises, or (ii) the heating, ventilating and air conditioning system. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle UNIVERSITY to abate the payments for other Operating or Facility Costs UNIVERSITY is required to make under this Facility Lease.

D. Signs. No permanent signs affixed to the Premises shall be installed, replaced or improved by UNIVERSITY without CITY's prior written consent. All such installation, replacement, improvement or maintenance of signs shall be at UNIVERSITY's sole expense.

E. Modification to Premises by UNIVERSITY. UNIVERSITY shall neither make nor undertake any modification or improvement to the Premises unless CITY has given its prior written consent, which consent may be withheld, delayed or conditioned as CITY may elect in CITY's discretion. Such modification of the Premises shall comply with all of the following requirements:

1. UNIVERSITY shall supply CITY with a complete set of construction drawings for CITY's review and approval at least sixty (60) days prior to UNIVERSITY's proposed commencement of any construction work; and

2. UNIVERSITY may perform construction as provided by Section V.E. or UNIVERSITY shall retain a licensed and bonded contractor, approved in writing by CITY, to perform any construction work (for alterations, repair of fire or casualty, or other construction). The contractor shall carry public liability and property damage insurance, standard fire and extended coverage insurance, with vandalism and malicious mischief endorsements, during the period of construction.

F. Hazardous Material Use. UNIVERSITY and CITY shall not cause or permit any Hazardous Material to be brought upon, kept, used, disposed, or discharged, in, on, from or about the Premises, COMMON SPACE, or EXTERIOR COMMON SPACE by their agents, employees, contractors, customers, clients, guests or invitees except as incidental to UNIVERSITY's permitted use of the Premises or CITY's maintenance, repair or other ownership obligations for the Premises, and only in quantities that are less than the quantities that are required to be reported to governmental or other authorities under applicable law or regulations. UNIVERSITY and CITY shall comply with all applicable laws and regulations

regulating the use, reporting, storage, discharge and disposal of Hazardous Material. As used in this Facility Lease, the term "Hazardous Material" means any hazardous or toxic substance, material or waste that is or becomes regulated by any federal, state or local governmental authority or political subdivision. The term "Hazardous Material" includes, without limitation, any material or substance that is (i) defined as a "hazardous substance" under applicable law, (ii) petroleum, (iii) asbestos, (iv) polychlorinated biphenyl ("PCB"), (v) designated as a "hazardous substance" pursuant to Section 311 of the Federal Water Pollution Control Act (33 U.S.C. §1321), (vi) defined as a "hazardous waste" pursuant to Section 1004 of the Solid Waste Disposal Act (42 U.S.C. §6903), (vii) defined as a "hazardous substance" pursuant to Section 101 of the Comprehensive Environmental Response, Compensation and Liability Act (42 U.S.C. §9601), (viii) defined as a "regulated substance" pursuant to Section 9001 of the Solid Waste Disposal Act (Regulation of Underground Storage Tanks), 42 U.S.C. §6991, (ix) considered a "hazardous chemical substance and mixture" pursuant to Section 6 of the Toxic Substance Control Act (15 U.S.C. § 2605), or (x) defined as a "pesticide" pursuant to Section 2 of the Federal Insecticide, Fungicide and Rodenticide Act (7 U.S.C. § 136).

G. Covenant Against Liens. UNIVERSITY will not directly or indirectly create or cause to be created or to remain, and will promptly discharge, at UNIVERSITY's sole expense, any mechanics' lien or similar lien against the Premises which UNIVERSITY created or caused to be created by UNIVERSITY's work on the Premises. UNIVERSITY has no authority or power to cause or permit any mechanics' lien or similar lien created by act of UNIVERSITY, operation of laws, or otherwise to attach to or be placed upon CITY's title or interest in the Premises. Any lien against UNIVERSITY shall attach only to UNIVERSITY's leasehold interest in the Premises. UNIVERSITY may contest, at UNIVERSITY's sole expense, any lien, and the lien may remain pending resolution of the challenge. UNIVERSITY shall indemnify and hold CITY harmless from any and all loss, damage or expense occasioned by the lien challenge and shall provide such security as CITY may reasonably demand. If the lien is adjudged to be valid, the challenging party shall promptly pay and discharge the lien. CITY will not directly or indirectly create or cause to be created or to remain, and will promptly discharge, at CITY's sole expense, any mechanics' lien or similar lien against the Premises which CITY created or caused to be created by CITY's work on the Premises.

H. CITY's Right of Entry. After providing written notice to UNIVERSITY not less than twenty-four (24) hours prior to an intended entry or with UNIVERSITY's verbal consent, CITY and CITY's agents may enter the Premises to inspect the general condition and state of repair of the Premises. CITY's entry may be supervised by UNIVERSITY. In the event of an emergency arising within the Premises that endangers property or persons, the notice requirement is waived by UNIVERSITY.

VI. CHANGES IN THE PARTIES.

A. Relationship of Parties. Nothing contained in this Facility Lease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the assignment of Operating Costs nor any other provision of this Facility Lease, nor any act of the parties, shall be deemed to create any relationship other than that of lessor and lessee.

B. Successors and Assigns. This Facility Lease shall benefit and bind the successors and permitted assigns of CITY and UNIVERSITY.

C. Prohibition on UNIVERSITY Assignment. UNIVERSITY may not assign all or a part of this Facility Lease unless UNIVERSITY first obtains the written consent of CITY.

VII. LOSS AND DAMAGE TO PREMISES.

A. UNIVERSITY's Possession at Own Risk. UNIVERSITY covenants and agrees that neither CITY nor its agents shall be liable in any way for personal injuries or property damages sustained by UNIVERSITY, its employees, visitors, or by any occupant of the leased Premises, or by any other persons or organizations claiming through UNIVERSITY, resulting from the condition, state of repair, or use of the Premises, COMMON SPACE or EXTERIOR COMMON SPACE, or any part thereof, or of any equipment therein or appurtenances thereto, or resulting directly or indirectly from any act or negligence of UNIVERSITY or of any other person or persons excepting the CITY or its agent. Neither CITY nor its agents shall be liable for damage to UNIVERSITY's personal property or for any loss suffered by UNIVERSITY caused in any manner whatsoever.

B. Insurance. CITY shall insure the building, including the Premises, COMMON SPACE and EXTERIOR COMMON SPACE through CITY'S policy with the Idaho Counties Risk Management Program (ICRMP) in the same or substantially similar fashion as CITY insures its other buildings. UNIVERSITY shall have no obligation to obtain or pay for such insurance.

C. UNIVERSITY's Insurance. No insurance is provided by CITY for UNIVERSITY's personal property or for UNIVERSITY's permitted business operations. UNIVERSITY shall insure and be solely responsible for any and all lines of insurance coverage for business operations, and for personal property, of every kind or nature, which is not part of the Premises. UNIVERSITY shall, at UNIVERSITY's sole cost and expense, either obtain the insurance UNIVERSITY and CITY deem advisable, or shall be deemed to be self-insured. UNIVERSITY waives all rights on any insurance purchased by, or risk funding arrangements of, CITY.

D. Waiver of Subrogation. To the extent permitted by their respective insurers, CITY and UNIVERSITY (and each person claiming an interest in the Premises through CITY or UNIVERSITY) release and waive their entire right of recovery against the other for direct, incidental or consequential or other loss or damage arising out of, or incident to, the perils covered by insurance carried by each party, whether due to the negligence of CITY or UNIVERSITY. If necessary, all insurance policies may be endorsed to evidence this waiver.

E. Effect of One Party's Actions on Other Party's Insurance. Neither party shall do or permit to be done anything that shall invalidate any insurance carried by the other party.

F. Damage or Destruction of Premises. In the event of damage to or destruction of the improvements to the Premises by fire or other casualty, CITY shall either (a) promptly repair such damage or cause such damage to be repaired, in which event the Facility Lease shall

continue in full force and effect, or if agreeable to UNIVERSITY (b) terminate the Facility Lease upon written concurrence from UNIVERSITY within ninety (90) days of the damage. In the event the damage is caused by the negligence or willful act or omission of the UNIVERSITY, UNIVERSITY shall be obligated to provide insurance proceeds to the extent such proceeds are available to repair, restore or rebuild and UNIVERSITY shall deliver all insurance proceeds and/or assign any causes of action it may possess against any person or entity to CITY. If UNIVERSITY elects to proceed under subsection (a) above, during the period of damage, distribution, repair, restoration or rebuilding, this Facility Lease shall remain in effect.

VIII. DEFAULT BY UNIVERSITY OR CITY.

A. Default by UNIVERSITY. UNIVERSITY shall be in default under this Facility Lease if any of the following occur: (i) UNIVERSITY fails to pay when due any Operating or Facility Cost or other payment required to be paid by UNIVERSITY under this Facility Lease; (ii) UNIVERSITY fails to perform or observe any other covenant, agreement or condition which UNIVERSITY is required to perform or observe and the failure shall not be cured within thirty (30) calendar days after delivery of written notice to UNIVERSITY of the failure (or, if the cure cannot be effected within the thirty (30) day period, then within the additional period of time as may be required to cure the default provided UNIVERSITY is diligently and continuously pursuing the cure to completion).

B. Remedies of CITY. In the event of UNIVERSITY's default as set forth in Section VIII.A., CITY shall have the remedies set forth in this Facility Lease by the giving of prior written notice to UNIVERSITY at any time during the continuance of the event of default. CITY's remedies are cumulative and not alternative remedies.

1. Legal and Equitable Remedies. CITY shall have all remedies available at law or in equity.

2. Termination of Lease. In the event of a UNIVERSITY default, in addition to all other rights and remedies available to CITY in law and equity, CITY may (i) change the locks and lock the doors to the Premises and exclude UNIVERSITY from the Premises, (ii) enter the Premises and remove all persons and property therefrom without being liable for prosecution or any claim for damages for the removal, (iii) declare the Facility Lease terminated, (iv) commence litigation for the any amounts due CITY and to become due under the Facility Lease, and for any damages sustained by CITY, (v) hold the UNIVERSITY liable for the reasonable cost of obtaining possession of the Premises.

3. Advance. In the event of UNIVERSITY's default, CITY may remedy the default for the account and at the expense of UNIVERSITY. If CITY at any time, by reason of the default, is compelled to pay, or elects to pay, any money or do any act which will require the payment of any money, or is compelled to incur any expense, including reasonable attorneys' fees, in instituting or prosecuting any action or proceeding to enforce CITY's rights under this ITC facility Lease, the money paid by CITY, with interest from the date of payment, shall be additional rent and shall be due from UNIVERSITY to CITY as rent. C. Default by CITY. CITY shall be in default under this Facility Lease if CITY fails to perform or observe any covenant, agreement or condition which CITY is required to perform or observe and the failure shall not be cured within sixty (60) calendar days after delivery of written notice to CITY by UNIVERSITY of the failure (or, if the cure cannot be effected within the sixty-day period, then within the additional period of time as may be required to cure the default provided CITY is diligently and continuously pursuing the cure to completion).

D. Remedies of UNIVERSITY. In the event of CITY's default as set forth in Section VIII.C., UNIVERSITY shall have all rights provided at law or in equity, except UNIVERSITY expressly waives any right to the abatement or withholding of Operating or Facility Costs payable to CITY under this Facility Lease (because such costs represent reimbursement for actual costs incurred by CITY for services and material provided to UNIVERSITY). UNIVERSITY's obligation to pay Operating and Facility Costs is independent of all other rights, and UNIVERSITY may not withhold payment of such costs from CITY or pay to other parties or into any escrow or holding account because of the default or alleged default of CITY.

IX. TERMINATION OF LEASE.

A. Events of Termination. This Facility Lease shall terminate upon the occurrence of one or more of the following events: (i) by mutual written agreement of CITY and UNIVERSITY; (ii) by CITY pursuant to the express provisions of this Facility Lease; (iii) upon expiration of the Initial Term or Renewal Term; (iv) by reason of Section VII.F. relating to destruction of the Premises; or (v) UNIVERSITY may unilaterally terminate this Facility Lease by notifying City of early termination in writing not less than three months prior to the noticed early termination date.

B. Surrender of Possession. In the event of early termination resulting from default by UNIVERSITY, UNIVERSITY will immediately surrender possession of the Premises to CITY. If possession is not immediately surrendered, CITY may, in compliance with the laws of the State of Idaho, re-enter and repossess the Premises and remove all persons or property.

UNIVERSITY shall restore the Premises to a broom clean and functional condition, with the exception of (i) ordinary wear and tear, and (ii) alterations, improvements and additions which CITY approved in writing prior to installation and which CITY has not directed UNIVERSITY in writing to remove. If UNIVERSITY fails to properly restore the Premises, CITY, at UNIVERSITY's expense, may restore the Premises in any reasonable manner that CITY may choose. In the event of termination for any other reason, UNIVERSITY shall have no obligation to surrender Premises.

X. CLAIMS AND DISPUTES.

A. Rights and Remedies Cumulative. Except as expressly provided in this Facility Lease, each party's rights and remedies described in this Facility Lease are cumulative and not alternative remedies.

B. Nonwaiver of Remedies. A waiver of any condition stated in this Facility Lease shall not be implied by any neglect of a party to enforce any remedy available by reason of the failure

to observe or perform the condition. A waiver by a party shall not affect any condition other than the one specified in the waiver and a waiver shall waive a specified condition only for the time and in the manner specifically stated in the waiver. The acceptance by CITY of payment previously due from UNIVERSITY after termination of the Facility Lease or after termination of UNIVERSITY's right of possession shall not alter, diminish, affect or waive the Facility Lease termination, termination of possession, default or remedy.

C. Indemnification and Insurance.

CITY and UNIVERSITY are each considered a Governmental entity under the Idaho Tort Claims act (Idaho Code 6-901 through 6-929). CITY's liability coverage is provided through the Idaho Counties Risk Management Program (ICRMP). UNIVERSITY's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and of UNIVERSITY and CITY's indemnification hereunder, with respect to claims covered by the Idaho Tort Claims Act, are five hundred thousand dollars (\$500,000) Combined Single Limits, which amount is CITY's and UNIVERSITY's limit of liability under the Idaho Tort Claims Act. Nothing in this agreement shall be construed so as to expand the liability of CITY or UNIVERSITY beyond the limit of liability under the Idaho Tort Claims Act.

Indemnification between CITY and UNIVERSITY:

1. Unless otherwise determined by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, CITY waives any and all claims and recourse against UNIVERSITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to UNIVERSITY's performance hereunder, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, UNIVERSITY shall indemnify, hold harmless, and defend CITY against any and all claims, demands, damages, costs, expenses, or liability arising out of UNIVERSITY's performance of this MOA, except for liability arising out of the sole negligence of the sole negligence.

If CITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by CITY directly results in judgment(s), costs, and/or expenses to UNIVERSITY, then CITY shall reimburse UNIVERSITY for the portion of such judgment(s), costs and/or expenses attributed to CITY as a result of such determination of CITY's sole negligence.

2. Unless otherwise required by a condition of Federal Transit Administration Tiger II Grant No. ID-79-0001 Key No. 12905, UNIVERSITY waives any and all claims and recourse against CITY, including the right of contribution for loss and damage to persons or property arising from, growing out of, or in any way connected with or incident to CITY's performance hereunder, except for liability arising out of the sole negligence of CITY or its officers, agents, or employees. Further, subject to the limits of liability specified in Idaho Code Section 6-901 through Section 6-929, known as the Idaho Tort Claims Act, CITY shall indemnify, hold harmless, and defend UNIVERSITY against any and all claims, demands, damages, costs,

expenses, or liability arising out of CITY's performance of this MOA, except for liability arising out of the sole negligence of UNIVERSITY or its officers, agents, or employees.

If UNIVERSITY is determined to be solely negligent by a final decision in a court of law and such sole negligence by UNIVERSITY directly results in judgment(s), costs, and/or expenses to CITY, then UNIVERSITY shall reimburse CITY for the portion of such judgment(s), costs and/or expenses attributed to UNIVERSITY as a result of such determination of UNIVERSITY's sole negligence.

Insurance Requirements for CITY and UNIVERSITY.

CITY's liability coverage is provided through the Idaho Counties Risk Management Program (ICRMP). UNIVERSITY's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability with respect to claims covered by the Idaho Tort Claims Act, are five hundred thousand dollars (\$500,000) Combined Single Limits, which amount is CITY's and UNIVERSITY's limit of liability under the Idaho Tort Claims Act. CITY and UNIVERSITY shall maintain their insurance through ICRMP and the State of Idaho Office of Insurance Management, throughout the term hereof.

Notification. CITY and UNIVERSITY shall promptly notify the other party of any claim arising under, or otherwise related to, the provisions hereof. CITY and UNIVERSITY shall cooperate with the other party in defense of such claims.

CITY and UNIVERSITY shall each provide a Certificate of Insurance or a Certificate of Financial Responsibility to the other party, evidencing coverage pursuant hereto. Notice of claim or incident shall be given to the representative for the party by the party receiving such claim or incident.

Indemnification by Third Parties.

Subtenants or contractors of UNIVERSITY who occupy or perform services on the Premises shall be required to indemnify, defend and hold CITY and its governing board, employees, agents, and assigns 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 UNIVERSITY's or subtenant's part to be performed under the terms hereof, or arising from any act, negligence or the failure to act of subtenant, contractor, or any agents, contractors, employees, invitees or guests thereof.

Insurance by Third Parties.

During the Term hereof this, subtenants or contractors of UNIVERSITY shall be required to carry the types and limits of insurance shown in this insurance clause, and to provide CITY

with a Certificate of Insurance. At any time, CITY reserves the right to amend insurance requirements or require a security bond, if circumstances warrant such action. Additionally and at its option, CITY may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of CITY's request. All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho. UNIVERSITY shall furnish CITY with a certificate of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage CITY may choose to maintain. All certificates shall provide for thirty (30) days' written notice to CITY prior to cancellation or material change of any insurance referred to therein. All policies shall name State of Idaho and the Regents of the University of Idaho as an additional insured. Certificates shall be mailed to: P O Box 443162, Moscow, Idaho, 83844-3162, Attn: Risk Management. All policies shall contain waiver of subrogation coverage or endorsements.

Failure of CITY to demand such certificate or other evidence of full compliance with these insurance requirements or failure of CITY to identify a deficiency from evidence that is provided shall not be construed as a waiver of UNIVERITY's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Site Lease at CITY's option. By requiring insurance herein, CITY does not represent that coverage and limits will necessarily be adequate to protect UNIVERISTY, and such coverage and limits shall not be deemed as a limitation on UNIVERSITY's liability under the indemnities granted to CITY in this Site Lease. UNIVERSITY shall require any subtenants or contractors to comply with the insurance provisions of this Site Lease. In the event UNIVERSITY is not occupying space and is enforcing the subtenant's compliance with these insurance provisions, UNIVERSITY shall not be responsible, as a requirement of this Site Lease, to maintain the specific insurance required below:

UNIVERSITY shall obtain or require subtenants or contractors to obtain insurance of the types and in the amounts described below:

1. Commercial General and Umbrella Liability Insurance. UNIVERSITY (or subtenant/contractor) 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 to the Demised Premises 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.

2. Commercial Auto Insurance. UNIVERSITY (or subtenant/contractor) shall maintain a Commercial Auto policy with a Combined Single Limit of \$1,000,000; Underinsured and Uninsured Motorists limit of \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of \$10,000. Coverage shall include Non-Owned and Hired Car coverage.

3. Personal property. UNIVERSITY (or subtenant/contractor) shall purchase insurance to cover UNIVERSITY 's (or subtenant's) personal property. In no event shall CITY be liable for any damage to or loss of personal property sustained by UNIVERSITY (or subtenant/contractor),

whether or not insured, even if such loss is caused by the negligence of UNIVERSITY, its employees, officers or agents.

4. Workers' Compensation. Where required by law, UNIVERSITY (or subtenant/contractor) shall maintain all statutorily required coverages including Employer's Liability.

D. Hazardous Material Indemnification

By CITY. During and after the Term of this Facility Lease, CITY shall 1. indemnify and hold UNIVERSITY harmless from any and all costs (including costs of remediation or clean-up and any proceedings related thereto), claims, judgments, damages, penalties, fines, liabilities or losses (including, without limitation, diminution in value of the Premises, damages for the loss or restriction on use of rentable or useable space or any amenity of the Premises, damages arising from any adverse impact on marketing of space, and sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees) which arise during or after the Term as a result of CITY's breach of the obligations stated in Section V.F. regarding This indemnification of UNIVERSITY by CITY includes, without Hazardous Material. limitation, costs incurred in connection with any investigation of site conditions or any cleanup, remedial, removal, or restoration work required by any federal, state, or local governmental agency or political subdivision because of Hazardous Material present in the soil or ground water on or under the Premises. Without limiting the preceding, if the presence of any Hazardous Material on the Premises caused or permitted by CITY results in any contamination of the Premises, CITY shall promptly take all actions at CITY's sole expense as are necessary to return the Premises to the condition existing prior to the introduction of any Hazardous Material to the Premises.

2. By UNIVERSITY. During and after the Term of this Facility Lease, UNIVERSITY shall indemnify and hold CITY harmless from any and all costs (including costs of remediation or clean-up and any proceedings related thereto), claims, judgments, damages, penalties, fines, liabilities or losses (including, without limitation, diminution in value of the Premises, damages for the loss or restriction on use of rentable or useable space or any amenity of the Premises, damages arising from any adverse impact on marketing of space, and sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees) which arise during or after the Term as a result of UNIVERSITY's breach of the obligations stated in Section V.F. regarding Hazardous Material. This indemnification of CITY by UNIVERSITY includes, without limitation, costs incurred in connection with any investigation of site conditions or any cleanup, remedial, removal, or restoration work required by any federal, state, or local governmental agency or political subdivision because of Hazardous Material present in the soil or ground water on or under the Premises. Without limiting the preceding, if the presence of any Hazardous Material on the Premises caused or permitted by UNIVERSITY results in any contamination of the Premises, UNIVERSITY shall promptly take all actions at UNIVERSITY's sole expense as are necessary to return the Premises to the condition existing prior to the introduction of any Hazardous Material to the Premises.

ATTACHMENT 3

E.

F. Dispute Resolution. If the parties disagree regarding the performance of this Facility Lease, then the parties agree to engage in direct discussions to settle the dispute. If the disagreement cannot be settled by direct discussions, then the parties may agree to attempt to settle the disagreement in an amicable manner by mediation. Thereafter, any unresolved disagreement arising from or relating to this Facility Lease or a breach of this Facility Lease shall be resolved as provided by law. The provisions of this Section X.F. shall not apply to disputes arising from UNIVERSITY's default in the performance of any obligation to make Operating or Facility Cost payments as provided herein.

G. Attorney Fees and Costs. If a party is in default under this Facility Lease, then the defaulting party shall pay to the other party reasonable attorney fees and costs (i) incurred by the other party after default and referral to an attorney and (ii) incurred by the prevailing party in any litigation (including any attorney fees on appeal).

H. Interpretation. The law of the State of Idaho shall govern this Facility Lease. The courts in the State of Idaho shall have exclusive jurisdiction. The invalidity of any portion of this Facility Lease shall not affect the validity of any other portion of this Facility Lease. This Facility Lease constitutes the entire, completely integrated agreement regarding the lease of Premises from CITY to UNIVERSITY and supersedes all prior memoranda, correspondence, conversations and negotiations in regard to such facility leasing. Whenever the consent of either party is required to an action under this Facility Lease, consent shall not be unreasonably withheld or delayed.

XI. GENERAL PROVISIONS.

A. Notices. All notices under this Facility Lease shall be in writing and shall be deemed to be delivered on the date of delivery if delivered in person or by fax, or on the date of receipt if delivered by U.S. Mail or express courier. Proof of delivery shall be by affidavit of personal delivery, machine generated confirmation of fax transmission, or return receipt issued by U.S. Postal Service or express courier. Notices shall be addressed to the address set forth below:

LESSOR:

City of Moscow P O Box 9203 Moscow, Idaho 83843

LESSEE:

Board of Regents of the University of Idaho Vice President for Finance and Administration P O Box 443168 Moscow, Idaho 83844-3168 B. Brokers. Each party hereto represents and warrants to the other party that the representing party has no arrangement with any realtor, broker or agent in connection with the negotiations of this Facility Lease. Each party agrees to defend, indemnify and hold the other party harmless from any cost, expense or liability for any compensation, commission or charges claimed by any realtor, broker or agent arising out of the actions of the indemnifying party with respect to this Facility Lease.

C. Non-recording. This Facility Lease shall not be recorded. A Memorandum of Lease executed by both parties hereto may be recorded.

D. Time is of the Essence. Time is of the essence with respect to the obligations to be performed under this Facility Lease.

E. UNIVERSITY and CITY understand that the leased premises has been funded in whole or in part with funds from the Federal Transit Administration (FTA), U. S. Department of Transportation. As such, the following provisions apply:

(1) <u>Nondiscrimination</u> - In accordance with Title VI of the Civil Rights Act, as amended, 42 U.S.C. § 2000d, section 303 of the Age Discrimination Act of 1975, as amended, 42 U.S.C. § 6102, section 202 of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12132, and Federal transit law at 49 U.S.C. § 5332, the UNIVERSITY and CITY agree that they will not discriminate against any person in the United States from participating in, denied the benefits of or otherwise subject that person to discrimination under the use, benefit, participation, enjoyment or treatment of the subject Premises, or an employee or applicant for employment, because of race, color, creed, national origin, sex, age, or disability. In addition, the UNIVERSITY and CITY agree to comply with applicable Federal implementing regulations and other implementing requirements FTA may issue.

(2) <u>Equal Employment Opportunity</u> - The following equal employment opportunity requirements apply to the underlying contract:

(a) Race, Color, Creed, National Origin, Sex - In accordance with Title VII of the Civil Rights Act, as amended, 42 U.S.C. § 2000e, and Federal transit laws at 49 U.S.C. § 5332, the UNIVERSITY and CITY agree to comply with all applicable equal employment opportunity requirements of U.S. Department of Labor (U.S. DOL) regulations, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor," 41 C.F.R. Parts 60 et seq ., (which implement Executive Order No. 11246, "Equal Employment Opportunity," as amended by Executive Order No. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," 42 U.S.C. § 2000e note), and with any applicable Federal statutes, executive orders, regulations, and Federal policies that may in the future affect the lease of the Premises during the course of this lease. UNIVERSITY and CITY agree to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, creed, national origin, sex, or age. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or

termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. In addition, UNIVERSITY and CITY agree to comply with any implementing requirements FTA may issue.

(b) <u>Age</u> - In accordance with section 4 of the Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. § § 623 and Federal transit law at 49 U.S.C. § 5332, UNIVERSITY and CITY agree to refrain from discrimination against present and prospective employees for reason of age. In addition, UNIVERSITY and CITY agree to comply with any implementing requirements FTA may issue.

(c) <u>Disabilities</u> - In accordance with section 102 of the Americans with Disabilities Act, as amended, 42 U.S.C. § 12112, UNIVERSITY and CITY agree that they will comply with the requirements of U.S. Equal Employment Opportunity Commission, "Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act," 29 C.F.R. Part 1630, pertaining to employment of persons with disabilities. In addition, UNIVERSITY and CITY agree to comply with any implementing requirements FTA may issue.

(3) UNIVERSITY and CITY also agree to include these requirements in each sublease issued on the Premises.

F. Non-use of Names and Trademarks. No party to this Facility Lease shall, without express written consent in each case, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

XII. SIGNATURES

UNIVERSITY

Board of Regents of the University of Idaho

Ronald E. Smith, Vice President for Finance and Administration

CITY

City of Moscow, Idaho

Nancy Chaney, Mayor

ATTEST:

Dated: _____

Stephanie Kalasz, City Clerk

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Exhibit "A" – ITC Facility Plan



ATTACHMENT 3

Exhibit "B"

Memorandum of Agreement

TAB DESCRIPTION

ACTION

UNIVERSITY NCAA ACADEMIC PROGRESS RATE (APR) SCORES

Motion to approve

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BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY & UNIVERSITY OF IDAHO

SUBJECT

University NCAA Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION

The APR is determined by using the eligibility and retention for each studentathlete on scholarship during a particular academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The APR is calculated by taking the number of possible points and dividing that number by the total number of points earned from retention and eligibility over the same period of time.

The NCAA instituted the APR requirements beginning in the 2003-04 academic year. Beginning in the fall of 2007, the APR is based on four years of data and every year thereafter, the most current year's data will be added and the oldest year will be removed to create a four-year rolling rate. The benchmark minimum score is 925.

IMPACT

Contemporaneous financial aid penalties can be applied if an athletic team's APR score is below 925. Teams that fall under the contemporaneous penalties risk the loss of future scholarships.

This is the fifth year institutions will be subject to historically based penalties. In the first stage of that structure, teams with APRs below 900 will receive a public warning. If those same teams continue to fall below the 900 cut line, they will be subject to a variety of playing and practice season restrictions, based on a formula that includes a measurement of the team's improvement over the last several years.

After public warnings, penalties become progressively more severe, eventually banning teams from postseason play.

ATTACHMENTS

Institution narrative and NCAA 2009 – 2010 Academic Progress RatesBoise State University APR ReportPage 3Idaho State University APR ReportPage 9University of Idaho APR ReportPage 17

STAFF COMMENTS AND RECOMMENDATIONS

Each institution provided a statement regarding APR and how the NCAA requirement affects that institution. Following the statement from each institution are the NCAA APR sheets for all sports at that institution.

Staff recommends the institutions and Board consider using the APR in head coach's contracts to a greater extent than is currently occurring. At present, bonuses tied to APR scores are relatively minor compared to incentives for such items as team record or rankings. Increasing the incentive for academic achievement along with athletic achievement will help place a higher priority on the life-learning needs of the student-athletes.

BOARD ACTION

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

Boise State University Spring 2011 APR Report Summary

Boise State University Athletic Department continues to improve its Academic Progress Rate in the 2011 NCAA APR Report. This statistical analysis covers a four-year period for the academic years of 2006-07 to 2009-10. The overall Boise State Athletic Department 4-year APR is 972. Along with Boise State leading the Western Athletic Conference's APR efforts in football and men's basketball, the Broncos ranked second among league schools in seven other sports - women's golf, gymnastics, women's tennis, men's outdoor track and field, men's indoor track and field, men's cross country and women's outdoor track and field. The NCAA honored the Bronco football team (981 APR) with an APR Public Recognition Award. The award is presented to a school which posts multi-year APR rates in the top 10 percent for its specific sport. THIS PAGE INTENTIONALLY LEFT BLANK

Public Report

Institution: Boise State University	Date of Report: 06/04/2010
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This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2005-06, 2006-07, 2007-08, and 2008-2009 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
					By Sport -	Men's				
Baseball (298)	NA	NA	NA	NA	954	946	971	960	950	950
Basketball (343)	986	1000	90th-100th	70th-80th	940	931	958	942	938	942
Cross Country (313)	1000	1000	90th-100th	90th-100th	967	962	976	973	963	967
Football (243)	974	1000	80th-90th	50th-60th	944	937	963	947	939	NA
Fencing (19)	NA	NA	NA	NA	967	943	979	975	981	946
Golf (297)	912	1000	1st-10th	1st-10th	969	963	980	973	965	971

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of teams represented.

¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.

² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.

⁴ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁵ Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.

⁶ Denotes APR based on a two year cohort, not subject to a historical penalty.

Public Report

Institution:	Boise Stat	e University
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Date of Report: 06/04/2010

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Gymnastics (16)	NA	NA	NA	NA	979	980	964	978	1000	963
Ice Hockey (58)	NA	NA	NA	NA	975	967	982	976	985	977
Lacrosse (59)	NA	NA	NA	NA	971	971	971	984	977	955
Skiing (13)	NA	NA	NA	NA	974	964	996	964	985	973
Soccer (203)	NA	NA	NA	NA	962	953	971	960	969	960
Swimming (140)	NA	NA	NA	NA	970	964	981	969	972	973
Tennis (264)	985	933	70th-80th	70th-80th	966	959	977	969	965	966
Track, Indoor (259)	969	1000	60th-70th	40th-50th	957	950	972	958	956	960
Track, Outdoor (280)	967	1000	50th-60th	40th-50th	959	951	975	959	958	961
Volleyball (23)	NA	NA	NA	NA	973	967	979	969	981	978
Water Polo (22)	NA	NA	NA	NA	966	965	967	978	985	944
Wrestling (83)	927	918	10th-20th	1st-10th	954	949	966	957	951	947
				J	By Sport - W	Vomen's				
Basketball (341)	965	967	40th-50th	30th-40th	966	960	977	967	964	968
Bowling (30)	NA	NA	NA	NA	952	946	967	969	944	976
Cross Country (339)	993	986	80th-90th	80th-90th	974	970	980	977	973	972

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of teams represented.

¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.

² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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Public Report

Institution: Boise State University

Date of Report: 06/04/2010

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Fencing (23)	NA	NA	NA	NA	978	966	983	975	991	962
Field Hockey (78)	NA	NA	NA	NA	987	984	989	987	988	986
Golf (249)	984	968	40th-50th	60th-70th	981	978	988	982	980	981
Gymnastics (62)	974	1000	10th-20th	50th-60th	985	984	995	985	993	985
Ice Hockey (35)	NA	NA	NA	NA	982	974	986	985	991	974
Lacrosse (88)	NA	NA	NA	NA	986	987	986	993	989	978
Rowing (87)	NA	NA	NA	NA	985	980	990	982	990	985
Skiing (14)	NA	NA	NA	NA	978	970	993	971	992	962
Soccer (318)	970	991	20th-30th	40th-50th	976	970	987	977	974	979
Softball (286)	917 ⁵	917	1st-10th	1st-10th	972	966	984	974	970	972
Swimming (198)	984	1000	40th-50th	60th-70th	981	977	987	981	983	980
Tennis (321)	985	972	60th-70th	70th-80th	978	975	984	978	976	980
Track, Indoor (311)	974	991	50th-60th	50th-60th	967	962	981	968	969	966
Track, Outdoor (318)	974	991	50th-60th	50th-60th	969	963	981	969	971	967
Volleyball (326)	944	854	1st-10th	10th-20th	976	972	983	977	975	976

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Public Report

Date of Report: 06/04/2010

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Sport (N)	Multiyear APR	2008-2009 APR		Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions		Football Championship Subdivision	Division I (Non- Football)
Water Polo (33)	NA	NA	NA	NA	973	963	984	974	989	972
					By Sport -	Co-Ed	• •			
Rifle (22)	NA	NA	NA	NA	971	971	973	973	966	971

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

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³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.

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Idaho State University Spring 2011 APR Report Summary

The 2009-10 one year score for the whole department was tied for the highest ever at 939. This tied the 2006-07 one-year score. The 939 score was up 19 points from the 2008-09 score of 920.

The 2009-10 four-year average for the whole department was the highest ever at 934. The department as a whole went up seven points in the four-year average score.

- Men's Basketball continues to climb in the four-year average score. They have reached a score of 923. The one-year score went down to a 870, however a score of 827 from the 2005-06 school year dropped off causing their four-year score to increase.
- Football improved slightly in both their one-year score and their four-year score. However the improvements were not enough to avoid Historic Level 3 penalties. Those penalties include:

Scholarship reduction, practice reduction and postseason competition ban. The four-year score went from an 881 to an 888.

- Men's Tennis scored a perfect 1000 and saw another huge jump for the third year in a row. Their single-year score for the 2006-07 year was 792. The single-year score for the 2007-08 year was 889. The single-year score for the 2008-09 year 952. Finally, the single-year score for 2009-10 was a perfect 1000. This helped raise their four year score up to a 951.
- Women's Cross Country scored a perfect 1000 for the fourth year in a row and earned a perfect 1000 for their four-year average. They are the second team to do that at Idaho State University. The first team was the Women's Cross Country team in the 2008-09 year.
- Women's Soccer jumped 13 points on their one-year score earning a 976 for 2009-10 and a four-year score of 975. This is the second year in a row that the team has increased in their one-year score.
- Women's Basketball saw a huge jump in their one-year score. They went from an 857 in 2008-09 to a 955 in 2009-10. Their four-year score is currently a 931.
- Men's Outdoor Track dropped slightly in the one-year score but saw an increase in their four-year score from a 922 in 2008-09 to a 930 in 2009-10. They should see a huge jump next year as they will lose an 868 score from the 2006-07 year.
- Women's Golf had their second perfect 1000 single-year score in the last 3 years. This propelled their four-year average up to a 958.

- Women's Softball saw a huge single-year jump of 134 points. They scored an all-time high for Softball with a single year score of 959.
- Women's Tennis saw a big one-year improvement of 28 points. Their one-year score is a 929.
- Women's Outdoor track saw an 18 point increase in their one-year score.
- Women's Volleyball saw their second perfect 1000 for a single-year score in the last 3 years. This propelled their four-year average to a 977.
- Of the teams on the ISU campus, only Men's Basketball (923), Football (888), and Softball (893) have scores below the 925 mark. With Men's Basketball climbing every year they should be over the 925 mark by next year. Football has continued to make slight increases and will continue to climb. The Softball team made a large jump in the single-year score and will continue to climb, shooting to have the four-year average over 925 after the 2012-13 school year.

Public Report

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2006-07, 2007-08, 2008-2009 and 2009-10 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	2009-2010 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
					By Sport -	Men's				
Baseball (298)	NA	NA	NA	NA	959	953	972	966	956	954
Basketball (344)	923 1	870	20th-30th	1st-10th	945	937	961	949	944	943
Cross Country (313)	956	941	20th-30th	20th-30th	970	965	979	976	965	971
Football (244)	888	883	1st-10th	1st-10th	946	941	963	949	943	NA
Fencing (19)	NA	NA	NA	NA	964	936	976	976	972	925
Golf (298)	NA	NA	NA	NA	971	967	979	977	967	970

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N/A = No APR or not applicable.

N = Number of teams represented.

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Public Report

Sport (N)	Multiyear APR	2009-2010 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Gymnastics (16)	NA	NA	NA	NA	982	983	974	982	1000	964
Ice Hockey (58)	NA	NA	NA	NA	979	972	986	979	989	981
Lacrosse (60)	NA	NA	NA	NA	971	970	971	982	975	958
Skiing (12)	NA	NA	NA	NA	972	959	997	965	981	970
Soccer (203)	NA	NA	NA	NA	967	960	974	967	971	965
Swimming (139)	NA	NA	NA	NA	972	967	982	972	970	977
Tennis (262)	908 ²	1000	1st-10th	1st-10th	970	966	978	975	968	968
Track, Indoor (257)	925	957	1st-10th	1st-10th	960	953	977	963	957	963
Track, Outdoor (278)	930	955	1st-10th	1st-10th	962	955	979	964	960	964
Volleyball (23)	NA	NA	NA	NA	974	969	981	971	985	981
Water Polo (22)	NA	NA	NA	NA	972	977	968	986	988	953
Wrestling (82)	NA	NA	NA	NA	958	953	971	960	956	957
		n]	By Sport - W	Vomen's		n		
Basketball (342)	931	955	1st-10th	1st-10th	968	963	978	970	966	969
Bowling (32)	NA	NA	NA	NA	952	945	967	978	942	969

Institution: Idaho State University

Date of Report: 05/23/2011

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Public Report

Institution: Idaho State University

Date of Report: 05/23/2011

Sport (N)	Multiyear APR	2009-2010 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Cross Country (341)	1000	1000	90th-100th	90th-100th	977	974	984	980	976	977
Fencing (22)	NA	NA	NA	NA	975	967	978	969	991	959
Field Hockey (79)	NA	NA	NA	NA	988	985	991	986	989	989
Golf (253)	958	1000	10th-20th	20th-30th	983	981	989	985	984	979
Gymnastics (62)	NA	NA	NA	NA	988	987	993	987	995	980
Ice Hockey (35)	NA	NA	NA	NA	986	982	988	988	993	976
Lacrosse (90)	NA	NA	NA	NA	986	986	986	991	986	982
Rowing (86)	NA	NA	NA	NA	985	981	989	982	989	986
Skiing (13)	NA	NA	NA	NA	985	977	997	975	994	987
Soccer (321)	975	976	30th-40th	40th-50th	978	973	987	979	976	979
Softball (288)	893 1 3	959	1st-10th	1st-10th	975	970	986	978	972	975
Swimming (197)	NA	NA	NA	NA	983	980	989	983	984	984
Tennis (321)	929	903	1st-10th	1st-10th	979	976	983	980	976	980
Track, Indoor (311)	967	956	30th-40th	30th-40th	970	965	983	973	970	969
Track, Outdoor (318)	966	969	30th-40th	30th-40th	972	966	984	973	972	970

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Public Report

Sport (N)	Multiyear APR	2009-2010 APR	Percentile Rank	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Volleyball (327)	977	1000	30th-40th	50th-60th	978	975	986	980	977	978
Water Polo (33)	NA	NA	NA	NA	976	967	985	978	989	977
By Sport - Co-Ed										
Rifle (23)	NA	NA	NA	NA	966	971	931	976	945	969

Institution: Idaho State University

Date of Report: 05/23/2011

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Penalty Summary

Institution: Idaho State University

Date of Report: 05/23/2011

This report is based on data submitted by the institution for the 2006-07, 2007-08, 2008-2009 and 2009-10 academic years.

This report provides a summary of the teams identified at your institution that are subject to a contemporaneous penalty and/or historical penalty and their multiyear APR. The historical-penalty structure has a cumulative effect that continues to apply each year as a team progresses through the structure. Each year a team fails the historical-penalty review another stage of penalties will be added.

Sport	•	Contemporaneous Penalty	Historical Penalty - Occasion One	•	Historical Penalty - Occasion Four
Football	888	N/A		8	

¹ Any contemporaneous penalty for the sports of cross country, indoor and/or outdoor track must count against the NCAA maximum team limit for cross country/track and field (i.e., 18 women's, 12.6 men's). If the institution sponsors cross country and does not sponsor track and field, the penalty counts against the NCAA maximum team limit for cross country (i.e., five men's, six women's).

² The penalty amount listed includes a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁴ The Post-Season Competition penalty for this sport has been waived.

⁵ The institution's penalty waiver request is pending.

⁶ The Membership Restriction penalty for this sport has been waived.

Page 5 of 5

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University of Idaho Spring 2011 APR Report Summary

The University of Idaho sponsors 16 NCAA sports and of those, 15 currently maintain a 4-year average of at least 940. That number is up one from last year. Football is the only sport below 940. Football has a 923 four-year average, an increase of 15 points over the prior four-year average.

Football had a single year APR of 972 in 2009-10. As a result of having an average below 925 and having an individual student earn neither of the possible two points during a semester, the football program was subject to a contemporaneous penalty of 24 initial counters and 84 overall counters. That penalty must be served within two years of the 09-10 data. The institution made the decision to serve the penalty in the 2010-11 academic year instead of the more traditional route of delaying the penalty until the 2011-12 academic year. As a result of taking the penalty during 2010-11, the football program has a full complement of scholarships available for 2011-12. The football program should raise the team APR average above the 925 cutline after the 2010-11 data is reported.

Fresno is the only WAC institution without at least one team ranked last in Conference APR standings. The University of Idaho has two (men's golf and men's outdoor track). Boise has two (men's tennis and women's volleyball). Louisiana Tech has one (men's indoor track). Nevada has three (baseball, women's cross country, and women's swimming). New Mexico State has four (football, men's basketball, women's indoor track and women's outdoor track). San Jose has three (women's basketball and women's soccer). Hawaii has one (women's golf). Utah State has two (men's cross country, women's tennis).

Idaho's average APR score, by sport, is 961.88. That is an increase of over four points compared to the prior four-year average.

Public Report

	Institution: University of Idaho	Date of Report: 06/04/2010
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This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2005-06, 2006-07, 2007-08, and 2008-2009 academic years.

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The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
By Sport - Men's										
Baseball (298)	NA	NA	NA	NA	954	946	971	960	950	950
Basketball (343)	922	1000	20th-30th	1st-10th	940	931	958	942	938	942
Cross Country (313)	977	967	50th-60th	50th-60th	967	962	976	973	963	967
Football (243)	908	908	10th-20th	1st-10th	944	937	963	947	939	NA
Fencing (19)	NA	NA	NA	NA	967	943	979	975	981	946
Golf (297)	942	925	10th-20th	10th-20th	969	963	980	973	965	971

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Public Report

Date of Report: 06/04/2010

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Gymnastics (16)	NA	NA	NA	NA	979	980	964	978	1000	963
Ice Hockey (58)	NA	NA	NA	NA	975	967	982	976	985	977
Lacrosse (59)	NA	NA	NA	NA	971	971	971	984	977	955
Skiing (13)	NA	NA	NA	NA	974	964	996	964	985	973
Soccer (203)	NA	NA	NA	NA	962	953	971	960	969	960
Swimming (140)	NA	NA	NA	NA	970	964	981	969	972	973
Tennis (264)	945	867	20th-30th	10th-20th	966	959	977	969	965	966
Track, Indoor (259)	946	943	30th-40th	10th-20th	957	950	972	958	956	960
Track, Outdoor (280)	940	925	20th-30th	10th-20th	959	951	975	959	958	961
Volleyball (23)	NA	NA	NA	NA	973	967	979	969	981	978
Water Polo (22)	NA	NA	NA	NA	966	965	967	978	985	944
Wrestling (83)	NA	NA	NA	NA	954	949	966	957	951	947
]	By Sport - W	/omen's			•	
Basketball (341)	954	982	20th-30th	20th-30th	966	960	977	967	964	968
Bowling (30)	NA	NA	NA	NA	952	946	967	969	944	976
Cross Country (339)	981	1000	50th-60th	60th-70th	974	970	980	977	973	972

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Public Report

Institution: University of Idaho

Date of Report: 06/04/2010

Sport (N)	Multiyear APR	2008-2009 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non- Football)
Fencing (23)	NA	NA	NA	NA	978	966	983	975	991	962
Field Hockey (78)	NA	NA	NA	NA	987	984	989	987	988	986
Golf (249)	1000	1000	90th-100th	90th-100th	981	978	988	982	980	981
Gymnastics (62)	NA	NA	NA	NA	985	984	995	985	993	985
Ice Hockey (35)	NA	NA	NA	NA	982	974	986	985	991	974
Lacrosse (88)	NA	NA	NA	NA	986	987	986	993	989	978
Rowing (87)	NA	NA	NA	NA	985	980	990	982	990	985
Skiing (14)	NA	NA	NA	NA	978	970	993	971	992	962
Soccer (318)	962	964	10th-20th	30th-40th	976	970	987	977	974	979
Softball (286)	NA	NA	NA	NA	972	966	984	974	970	972
Swimming (198)	976	1000	30th-40th	50th-60th	981	977	987	981	983	980
Tennis (321)	968	971	20th-30th	40th-50th	978	975	984	978	976	980
Track, Indoor (311)	967	962	30th-40th	40th-50th	967	962	981	968	969	966
Track, Outdoor (318)	960	962	20th-30th	30th-40th	969	963	981	969	971	967
Volleyball (326)	974	1000	30th-40th	50th-60th	976	972	983	977	975	976
Water Polo (33)	NA	NA	NA	NA	973	963	984	974	989	972

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Public Report

Sport (N)	Multiyear APR	2008-2009 APR	vithin Sport	Percentile Rank within All Sports	All Divison I	Public Institutions				Division I (Non- Football)
By Sport - Co-Ed										
Rifle (22)	NA	NA	NA	NA	971	971	973	973	966	971

Date of Report: 06/04/2010

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N = Number of teams represented.

¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.

² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.

⁴ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁵ Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.

⁶ Denotes APR based on a two year cohort, not subject to a historical penalty.

Penalty Summary

Institution: University of Idaho

Date of Report: 06/04/2010

This report is based on data submitted by the institution for the 2005-06, 2006-07, 2007-08, and 2008-2009 academic years.

This report provides a summary of the teams identified at your institution that are subject to a contemporaneous penalty and/or historical penalty and their multiyear APR. The historical-penalty structure has a cumulative effect that continues to apply each year as a team progresses through the structure. Each year a team fails the historical-penalty review another stage of penalties will be added.

Sport	Multiyear APR		Historical Penalty - Occasion One	Historical Penalty - Occasion Two	•	Historical Penalty - Occasion Four
Football	908	Limited to awarding aid to 22 initial counters. Limited to awarding aid to 79 overall counters.				

¹ Any contemporaneous penalty for the sports of cross country, indoor and/or outdoor track must count against the NCAA maximum team limit for cross country/track and field (i.e., 18 women's). If the institution sponsors cross country and does not sponsor track and field, the penalty counts against the NCAA maximum team limit for cross country (i.e., five men's, six women's).

² The penalty amount listed includes a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁴ The Post-Season Competition penalty for this sport has been waived.

⁵ The institution's penalty waiver request is pending.

⁶ The Membership Restriction penalty for this sport has been waived.

Page 5 of 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 10-11, 2011

TAB	DESCRIPTION	ACTION
1	EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR) ANNUAL SUMMARY REPORT	Information Item
2	BOISE STATE UNIVERSITY – APPROVAL OF FULL PROPOSAL: Ed.D., EDUCATIONAL TECHNOLOGY	Motion to Approve
3	FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.W. HIGHER EDUCATION RESEARCH	Motion to Approve
4	SECOND READING, PROPOSED AMENDMENTS TO BOARD POLICY III.V.3., ASSOCIATE OF APPLIED SCIENCE DEGREE	Motion to Approve
5	SECOND READING, PROPOSED AMENDMENTS TO BOARD POLICY III.M., ACCREDITATION	Motion to Approve

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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Summary Report

REFERENCE

June 17, 2010

Provided Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

Experimental Program to Stimulate Competitive Research (EPSCoR) in Idaho represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is currently led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB). Mr. Rick Schumaker is the Project Administrator for Idaho EPSCoR and will be providing this summary report to the Board.

ATTACHMENTS

Attachment 1 – Annual Report Summary

Page 3

BOARD ACTION

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

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ATTACHMENT 1

IDAHO NSF EPSCoR

RESEARCH INFRASTRUCTURE IMPROVEMENT (RII Track-1) AWARD

(September 1, 2010 to August 31, 2011)

THIRD ANNUAL REPORT SUMMARY

A. Vision, Mission, and Goals

This RII project is designed to position Idaho's academic research institutions to become regional, national, and international leaders in basic research and education related to the effects of climate change on water resources and the impacts on ecological, human, and economic systems. Idaho's RII involves significant collaboration of academic leaders at the University of Idaho (UI), Boise State University (BSU), and Idaho State University (ISU) to address current barriers to competitiveness. It targets Ecosystem Health, an area of major significance to Idaho as previously identified by the Governor's Science and Technology Council. The project is guided by the Idaho EPSCoR Committee (now reporting to the Idaho State Board of Education) and is led by the State Project Director, Dr. Peter Goodwin (Principal Investigator), an experienced administrator and Director of the UI Center for Ecohydraulics Research. Dr. Von Walden (co-Principal Investigator) has responsibility for scientific leadership and integration of research activities. The RII project adheres to a Strategic Plan, *Innovation for Idaho*, developed in the fall of 2009.

Idaho EPSCoR has three main goals: 1) provide strategic programs and opportunities for EPSCoR participants that stimulate sustainable improvements in their R&D capacity, 2) stimulate advances in science and engineering capabilities in Idaho for discovery, innovation, and overall knowledge-based prosperity, and 3) increase access to enhance science and mathematics learning opportunities for all students. To achieve these goals within the science theme, Water Resources in a Changing Climate, we focus on: 1) building partnerships and collaborations in climate change research, 2) filling a critical niche in hydrology by understanding the nexus between surface flow and groundwater, and 3) supporting complementary field studies on a highly managed river system (Snake River Plain) and a relatively unmanaged system (Salmon River Basin). Our investment strategy is to provide new faculty positions; startup packages and mentoring plans for early-career faculty; modern improved cyberinfrastructure capabilities: instrumentation; enhanced integrative. interdisciplinary, multi-institutional research; undergraduate and graduate students mentoring in research; postdoctoral mentoring and development; interdisciplinary graduate programs; and increased STEM activities with emphasis on engaging under-represented minorities in Idaho.

B. Intellectual Merit

This RII has created a cohesive team of researchers in climate change and water resources and interactions with ecological and human systems. Research on climate impacts is focusing on: the two-way coupling between hydrology, ecology, and economics and policy; improved

modeling of surface and groundwater connections in managed river systems; utilizing long-term datasets of ecological change in pristine river systems; understanding economic ramifications of increased climate variability; and collection and management of disparate data types and large datasets from multiple disciplines through cyberinfrastructure. Research in adaptation strategies focuses on understanding how climate change impacts may be mitigated through effective utilization of groundwater and better long-term management of water in an area that serves over half the population of Idaho.

Key Accomplishments

Intellectual Capacity and Collaborations

- Idaho has now filled all 10 of the planned new faculty positions in the following research areas: Econometrics, Climatology, Water resources engineering (reservoirs), Regional science and climate change impacts, Water resources engineering (drought/planning), Soil microbial ecology, Ecosystem and soil science, Hydrology, Ecosystem services, and Climate change impacts/fire. Six of the 10 new hires are women, two at each university.
- The Idaho EPSCoR Office is working with the University of Idaho and Idaho State University in negotiating two additional permanent faculty hires from the strong pool of applicants in two recent faculty searches. This represents an outstanding opportunity to leverage NSF and institutional investments, and demonstrates the strong commitment of the universities to the EPSCoR Theme.
- Overall, the RII program involved more than 35 research assistants and 15 postdoctoral fellows in the third year of the award. In addition, 83 undergraduates (49% female and 26% underrepresented minorities) are involved in research activities.
- EPSCoR faculty produced 32 publications during the third year, 13 primarily from EPSCoR support. Participants submitted 43 manuscripts for publication, 24 that acknowledge primary NSF EPSCoR support. RII faculty also was involved in submitting 55 proposals in Year 3; 23 grants were awarded during the same period, for a total of \$26.6 M.
- The Idaho research team is now recognized as a valuable partner in regional climate change research. Our team is helping to lead several regional initiatives: 1) the USGS Regional Climate Science Center for the Pacific Northwest (with CIG at U. Washington and Oregon Climate Change Research (OCCRI) at Oregon State University); 2) a large project led by the UI for a USDA Coordinated Agriculture Project (CAP) that includes scientists from Idaho, Oregon, and Washington; and 3) a NOAA RISA grant awarded to the OCCRI.
- Development of the Western Tri-State Consortium of Idaho, Nevada, and New Mexico was enhanced through a Track 2 RII project. Tri-State partners ratified the ISO 19115-2 metadata standard as the single standard that all others will be mapped to. The data replication process will be enabled through the ISO standard.
- We continue to participate with the DataONE project by attending their annual conference, participating in their Sustainability and Governance Working Group, the DataONE User Group (DUG), and attending other meetings. The Northwest Knowledge Network (NKN), an EPSCoR-catalyzed program, will become a member node for DataONE.
- Increased participation of 2-year and 4-year colleges, particularly the College of Southern Idaho, in NSF EPSCoR activities was achieved through the RII C2 project.
- Idaho EPSCoR is a co-sponsor of the 2nd Annual Pacific Northwest Climate Science Conference, which will be held at the University of Washington in September of 2011.

<u>Hydro-climatology</u>

- Three experimental towers have been established with instruments to measure surface energy and mass balance. These are located in three types of land cover: 1) natural sagebrush steppe, 2) invasive cheatgrass, and 3) forested in complex terrain. The sites are heavily instrumented to measure surface meteorology, radiation fluxes, soil moisture, and sensible and latent heat fluxes. The data from the field sites are being utilized to improve hydrologic modeling on the Snake River Plain by increasing understanding of how different vegetation types utilize soil moisture and, therefore, how they affect evapotranspiration.
- A groundwater model (MODFLOW) has been connected to the Variable Infiltration Capacity (VIC) model to investigate connections between surface and groundwater under various climate change scenarios. The two-coupling between these two models provides an innovative way to investigate the connection between base flow, groundwater recharge, and soil moisture. VIC has also been coupled with the Snake River Planning Model in collaboration with the Idaho Department of Water Resources. Evaluation of exceedance probabilities of historic and future extreme events (based on climate change scenarios) are being used to investigate if the infrastructure dealing with urban flooding and storage structures (dams) is capable of dealing with changing hydrologic conditions. Analysis of historic flow records and predictors of future scenarios indicate that flood flows are occurring more frequently. Some watersheds in the Upper Snake River Plain show what was considered the 100-year peak flood flow may become as low as the 20-year flood event.
- A substantial modeling project was completed to downscale climate model output for use by EPSCoR research participants. Three different data sets were completed and represent different levels of downscaling complexity: a simple delta-T technique, a bias-corrected statistical downscaling (BCSD) method, and new innovative Multivariate Adapted Constructed Analog (MACA) recently published by J. Abatzoglou, one of our new faculty. These data sets are archived at INSIDE Idaho and available for download via the Internet.

Ecological Change

- The Legacy Datasets of the Salmon River Basin have been compiled and digitized. Longterm data sets on invertebrates from the Salmon River Basin and periphyton from Big Creek (a tributary to the Salmon) have been archived.
- Field sites have been re-established in the Salmon River Basin to study long-term trends in ecosystem structure and function shifts. Some of these sites have been used for decades as part of the Legacy Dataset; some are new sites.
- Preliminary steps have been taken to integrate ecological research with both hydrological measurements and modeling to improve understanding of the Salmon River system.

Economic and Policy Modeling

 A risk-based framework for integrated economic-hydrologic empirical modeling for southern Idaho has been developed. This includes investigating economically optimal distribution of water resources among the stakeholders, taking into account hydrologic interdependencies between surface and groundwater, and modeling the impacts of climate variability on water management strategies. This project was computationally-intensive, and the EPSCoR Office provided additional computer workstations and memory to complete the modeling. In Year 3, the Economics and Policy team has engaged with personnel at State and Federal agencies, including the Natural Resources Conservation Service and Idaho Department of Water Resources (IDWR). These relationships are mutually-beneficial. Data have been provided by State and Federal agencies to support project work.

Cyberinfrastructure

- Idaho EPSCoR RII participants have agreed to share data, and our data sharing policy has been updated. The policy represents a significant step forward for data management and sharing that is expected to serve as a model for multiple institutions.
- Track 1 and Track 2 funding have been leveraged to hire a CI Coordinator and a Data Manager to provide the expertise and coordination needed to achieve statewide CI goals.
- Data access and visualization tools are in use, primarily in the areas of downscaled climate model output via INSIDE Idaho, LiDAR data, and soon for hydrologic model output.
- An integrated CI web portal is under development and Phase I should be complete by the end of Year 3.
- The Idaho research community has begun a major initiative toward developing a state-wide CI Plan. This was initiated with a CI Summit meeting that resulted in a MOU for statewide CI collaboration among research universities in Idaho.
- Idaho EPSCoR and the IdahoView are collaborating to form the Idaho LiDAR consortium. The activities of this Consortium are synergistic with the activities of national initiatives including USGS CLICK and the NSF OpenTopography (SDSC) project.
- The UI provides staff to manage the data at INSIDE Idaho. INSIDE will eventually become part of the Northwest Knowledge Network (NKN), a regional CI initiative. This will provide assurance of 100% uptime for this facility. INSIDE Idaho has played a critical role in serving our downscaled climate data sets over the Internet via various transfer protocols. This has allowed us to develop a toolbox for ArcGIS that can serve climate model data directly to a desktop computer as a "projected layer". We plan to demonstrate this capability to agencies, including the USGS, USFS, and BLM.

C. Broader Impacts:

Research data and topics are being incorporated into learning and outreach activities to achieve broader impacts. Stakeholders (state and federal agencies, Idaho Power, agriculture, etc.) benefit from interactions with RII faculty. Integration of research and education benefits graduate and undergraduate students. Participants are incorporating water resources and climate change science into educational experiences for hundreds of K-12 students and teachers. Faculty are engaged in outreach to community colleges, K-12 schools, and others programs in their communities. Outreach and diversity investments provide new, sustainable experiential learning programs for secondary students and teachers in an outdoor science school, e-Camp for Hispanic students, and research experiences and mentoring for Native American high school students at the UI and ISU. The long-term success of these programs will increase the number and diversity of students pursuing STEM disciplines and careers.

Key Accomplishments

• The Idaho STEM Pipeline, a website dedicated to promoting STEM learning opportunities, has grown to include more than 85 programs in Idaho. This initiative complements and is

coordinated with the statewide i-STEM initiative led by the Idaho National Laboratory to provide training and learning materials for K-12 teachers.

- New collaborative projects through multiple, jointly sponsored Tri-State Innovation Working Groups (IWG) have developed joint proposals and/or synthesis papers involving dozens of faculty within the Consortium.
- Engagement of the community colleges throughout Idaho continued to expand this year. The College of Southern Idaho (CSI) is leading a STEM education project to connect K-12 teachers with technology and training through the CSI and EPSCoR collaboration.
- <u>Broadening participation</u>. During the third year of this RII award, self-reported demographic data for 210 RII participants at all university levels (faculty, staff, and students) show 17% minority participation, up from 14% in Year 2. Participation in outreach programs was particularly strong.
 - The McCall Outdoor Science School served 284 junior and senior high students in science camps, over 100 more than in Year 2. Fifty-seven percent (57%) were female and 27% were underrepresented minorities, also an increase.
 - The MOSS Teacher Institute directly served 41 teachers this year. This will reach an estimated 4,000 students via teacher training.
 - The one-day e-Day served 60 students. Participation of minority students increased from 66% (2010) to 70% in 2011; 65% were female.
 - During e-Camp (Grades 8-9; June 2011) students participated in hands-on activities involving cooperative learning, critical thinking, and problem solving. The camp was attended by 52 students (50% female and 32% underrepresented minority students, including 16 Hispanic students).
 - Helping Orient Indian Students and Teachers (HOIST), a 5-week, summer college preparatory program at the UI trained 17 Native high school students in 2011. The EPSCoR-supported Native American student internship program at ISU provided an additional 9 Native students (70% female) with research training.

The external Project Advisory Board (PAB) met on August 31-Sept. 1, 2010 in Idaho to review the activities and progress of the second year. In addition, the formative external evaluation prepared by Rose Shaw has been used by the project management team to guide management decisions. This year the project management team has continued to pursue greater integration of project activities, and focus on CI as a means to facilitate research competitiveness and accelerate knowledge discovery as described in this report.

Idaho EPSCoR Research Infrastructure Improvement (RII Track-2)

Cyberinfrastructure Development for the Western Consortium of Idaho, Nevada, and New Mexico

(Sept. 1, 2010 - August 31, 2011)

Second Annual Report Summary

Vision, Goals, and Objectives of Project

The **vision** of the Western Consortium for Cyberinfrastructure Development is *to transform communication, climate change science, and education in our tri-state (Idaho, Nevada, New Mexico) region.* Moreover, a key outcome will be sustained partnerships among our jurisdictions that will enhance our competitiveness for research funding and enable us to better address 21st-century, grand scientific, and societal challenges.

The overarching **goal** of the Consortium's Track 2 RII is to promote knowledge transfer to scientists, educators, students, and citizens within and beyond the Consortium by enhancing state cyberinfrastructure (CI) and to enable the community science that is required to address regional to global scientific and societal challenges related to climate change. To meet this goal, there are three primary **objectives**:

- 1) Promote communication and collaboration by increasing connectivity and bandwidth (*Connectivity Component*);
- 2) Promote discovery by supporting community-based climate change science through enhanced interoperability between models and other software components, providing improved access to and usability of Consortium data products by adopting standardsbased data management and access models, and supporting new data assimilation, analysis, and visualization capabilities (*Interoperability Component*); and
- 3) Utilize CI to integrate research and education (*Cyberlearning Component*) by: focusing on graduate student, postdoctoral researcher, and faculty development; extending science education into middle and high schools; and improving outreach to business and industry.

A team has been formed to carry out the activities tied to each of the objectives above. These components—Connectivity, Interoperability, and Cyberlearning—form the organizational structure of the project as a whole.

Efforts and Key Accomplishments

Intellectual Merit

Year 2 of this project has continued and expanded the efforts begun in Year 1. The key accomplishments summarized below and described more fully in the body of this report will enable researchers from many disciplines in each of the jurisdictions to more effectively share data and models and to integrate their products into other national and international systems

and projects (such as DataOne, Geospatial OneStop, NBII, and GEOSS). Improved connectivity will facilitate and enable data-intensive research, collaborative development, distributed experiments, grid-based data analysis, high performance networking, social networking and cyber-enabled learning. Improvements in connectivity and enhanced interoperability and accessibility of data and models will enable the Consortium to realize its community science objectives and transform the way the three states do research.

Broader Impacts

From its inception, the proposed CI investments in the Consortium were designed to achieve broad impact and to add value by leveraging existing resources and infrastructure within the institutions, jurisdictions, and regions. The Consortium has further developed its commitment to increasing the diversity of the STEM workforce through the development of a Tri-State Diversity Plan, which is being implemented in all three states. The Consortium's investment in improved connectivity benefits rural institutions and those that serve Hispanic and Native American students and faculty. The project will make high-quality environmental data, information, and models available for STEM education and outreach, including classroom and laboratory use and student research. The Consortium's Cyberlearning activities will have long-lasting effects by training the next generation of scientists and targeting a range of geographic and cultural populations. Furthermore, we are preparing the future scientific workforce with better-developed quantitative reasoning, data analysis, and modeling skills. Cyberlearning activities support educational activities at all educational levels, including the development and dissemination of educational materials for middle school and high school students with large numbers of Hispanic and Native American students. New activities in Year 2 have broadened the project's impact to include rural, small business entrepreneurs.

The Western Tri-State Consortium has organized project activities into three components based on its three primary objectives: Connectivity, Data and Model Interoperability, and Cyberlearning. A summary of the project's <u>efforts and key accomplishments</u> in *research, cyberinfrastructure, and workforce development* are presented below as they align with these three components.

Connectivity

- Upgrading connectivity to two major research stations, at Hagerman and Kimberly, Idaho.
- Upgraded networking connectivity in Nevada (at the north end) to 10GBps.
- Installation of networking and video connectivity within Nevada complete; system is in use.
- Completed installation of 20 education portals (Gateways) across New Mexico; training for usage underway.

Data and Model Interoperability

- Continued development of each state's data portal with shared interoperability standards; data portals in New Mexico and Idaho are operational and Nevada is in internal testing.
- Identified a wide range of open interoperability standards for CI development for data access and visualization, metadata and catalog services and connectivity with national programs and networks.
- Developed a model for data synchronization that is mediated through use of ISO 19115-2 metadata; an initial test of the model is planned for completion by the end of the project year.

- Collaborated with numerous CI programs/networks for exchange of technical information and data/metadata.
- Developed a new landscape evolution model in Matlab.
- Continued development of the Demeter framework to use web services for data exchange and model execution.
- Developed required specifications needed for developing a coupling framework for integrating the WRF model with a subset of surface models.

Cyberlearning

- Provided information and funding for CI-related training for graduate students and faculty.
- Coordinated and hosted a 3-day workshop in Parallel Computing with the NCSI.
- Created a leadership team in Nevada that meets bi-weekly to direct K-12 Cyberlearning activities.
- Developed four curriculum modules to support a teacher summer science institute in Nevada.
- Collaborating organization, McCall Outdoor Science School, developed a cyberlearning website and is working to enhance site content and HIS database interface.
- Developed a program to integrate cyberlearning into STEM classes at an Idaho charter school to enable students to communicate with STEM professionals nationally.
- Funded three new Supercomputing Challenge teams and three new teams in Project GUTS (Growing Up Thinking Scientifically) in New Mexico.
- Evaluated and organized on-line resources for climate data, visualization tools and tutorials.
- Developed a web framework to allow teachers to use web-based instructional tools in their classrooms.
- With partners, provided CI-related teacher professional development.
- Initiated collaboration with FastForward NM to provide internet training to small business entrepreneurs in rural NM communities.

Cross-Component Accomplishments

Efforts that focus on *diversity, outreach and communication, evaluation and assessment,* and *sustainability* cross each of the components and are coordinated by project leadership. Year 2 efforts and key accomplishments in these areas include:

- Created and are implementing a Tri-State Diversity Action Plan that identifies six strategies for broadening the participation of underrepresented minorities (URM) and women in STEM.
- Developed and launched a Consortium website (<u>www.westernconsortium.org</u>).
- Held the Western Tri-State Consortium Annual meeting for 200 participants; agenda included workshops, keynote speakers, a student poster competition and 15 research and education sessions.
- Underwent a review by the External Advisory Committee.
- Hired Lisa Kohne as the new External Evaluator upon the resignation of the former external evaluator.
- Funded four tri-state Innovation Working Groups.
- Hosted a meeting of representatives of the governing councils from the three states to discuss opportunities for continuing collaborations beyond the period of this award.

Management Structure

The project *management structure* is designed to encourage interaction among the three states and the various components; a representation of the structure is on page 29. The State Directors, PI, Co-PIs, Project Administrators, and Education, Outreach, and Diversity Coordinators form a Management Team. Each Component Team has an overall component lead supported by state leads and team members from each of the three states. An External Evaluator and an External Advisory Committee provide evaluation and assessment to the project management. Each component team has monthly meetings to coordinate activities and chart progress towards objectives. Finally, to encourage effective project management, the PI, Co-PIs and Component Leads hold monthly Leadership meetings. Most meetings have occurred online via Webex or GotoMeeting.

Response to External Advisory Board Report

The Consortium's Track 2 project has a seven member External Advisory Committee (EAC) consisting of internationally and nationally recognized experts in the project's focus areas. The EAC met with the project's leadership and team members on February 18, 2011 at the Center for Advanced Energy Studies in Idaho Falls, ID. Based on presentations made by the project team, the EAC reviewed progress toward achieving outcomes of the project, made constructive suggestions for improving and/or changing the direction of the work underway, and provided suggestions for collaborations within and outside the Tri-state region, as well as suggestions for funding opportunities appropriate to our project focus. The EAC summarized their comments and recommendations in a report to the Consortium. The project team responded to each recommendation with strategies on how we will incorporate the recommendations into the project. The 2011 EAC report, with project team responses embedded, as well as the meeting agenda and materials can be found online at:

http://www.westernconsortium.org/DrawOnePage.aspx?PageID=194.

Response to Year One Evaluation Report

The project's Year One external evaluator, Dr. Rose Shaw, submitted the Year One Evaluation Report to the project leadership. Component leads and the Management Team reviewed the recommendations in the report and made minor adjustments to some program activities, but these adjustments have not resulted in any major changes in the long-term project goals, objectives and desired outcomes. After completion of the Year One Evaluation Report, Dr. Shaw withdrew from the project. Dr. Lisa Kohne of SmartStart Educational Consulting Services has been hired as the external evaluator for the remainder of the award period. This change was communicated to the Track 2 NSF EPSCoR Program Officer.

Idaho EPSCoR Research Infrastructure Improvement (RII)

Inter and Intra-Campus Connectivity (C2)

(Sept. 1, 2010 - August 31, 2011)

First Annual Report Summary

Intellectual Merit:

Idaho EPSCoR planning efforts within the State and the western region, coupled with past NSF EPSCoR RII investments, have enhanced research opportunities by improving connectivity, increasing access to high performance computing capacity, and adding visualization and collaboration technologies.

This RII C2 project has specifically developed additional capacity for research and research based education by providing improved cyber-connectivity and broadband access at 2-year, 4-year and rural institutions in Idaho. Through partnerships with the Idaho Regional Optical Network (IRON), more institutions now have high-speed IP bandwidth (10 Mbps to 10 Gbps) and L2VPPN connectivity to the commodity internet, Internet2, the National Lambda Rail (NLR). In addition, increased institutional participation in IRON within the state now provides more high-speed connections between education and research facilities within the State.

NSF EPSCoR C2 funding is further helping Idaho to 1) develop a well organized structure to facilitate access to and sharing of data, and 2) increase connections to college and K-12 institutions to facilitate a more integrated approach to engagement of a diverse science and engineering audience in research and research based education. New C2 partnerships will enable more direct video collaboration and distance learning capabilities between Idaho's universities and the partner colleges, and, as a result of the Idaho Education Network (IEN), between all higher-education institutions and every high school in the State.

Idaho EPSCoR is specifically engaging researchers and educators across Idaho in the main RII research theme of better understanding the effect of climate change on water resources, the environment, and the economy. The development of a new data portal that integrates RII Track 1, Track 2, and C2 information will soon significantly improve access to data and resources that can be used in research and research based education. Statewide strategic CI planning is also underway, due in large part to EPSCoR leadership and investments that have stimulated the process.

Broader Impacts:

The C2 investments are improving cyberinfrastructure at a broad range of institutions, including three of Idaho's community and undergraduate colleges. The project has significantly increased awareness at these colleges of NSF EPSCoR programs and of the importance and opportunity STEM initiatives provide to our institutions and students. RII C2 has opened the door for more communication among institutions and for meaningful collaborations to grow.

IRON is the enabling platform, adding bandwidth that will support education delivery, research, and economic development in Idaho. The Idaho Education Network (IEN) is providing high-speed connections to Idaho's public schools at no cost to the NSF EPSCoR grants. The first phase of IEN has already connected 78 school districts (140 high schools / over 67,000

students); there are 14 additional districts (23 schools) to be completed soon. Through IEN, all schools and libraries will be enabled to incorporate technologies to enhance the teaching and learning of Idaho's students. As a result, more students will be prepared for higher education, technical school, or employment.

The RII C2 has broadening institutional participation in NSF and EPSCoR activities by providing:

- NIC/UI -- Access to high speed internet and enhanced videoconferencing capabilities and increased connection between institutions in North Idaho.
- LCSC access to high-speed internet and state-of-the-art video capabilities for improved distance education delivery.
- CSI significantly improved local area desktop network and wireless internet speeds.
- ISU improved network design and access to IRON for improved inter and intra-state connectivity

In addition, new CI expertise is being added to the faculty at University of Idaho as a result of the C2 award. A data architect will provide much needed additional expertise for Idaho's growing data management initiative. In addition to this new full-time job, the C2 is funding a number of staff positions involved in the EPSCoR CI activities. This includes a web developer who is working with an EPSCoR data manager to develop a data portal to increase access and improve management of data relevant for research and research-based education associated with the RII Track 1, 2, and C2 awards.

Increasing bandwidth and video conferencing through the RII C2 grant is enabling: a) Improved delivery of video courses for distance education. b) Participation in the State's Idaho Education Network (IEN) and delivery of dual credit courses, eventually to any of the State's 200 high schools. c) Improved quality of access to college resources for current and prospective students. d) Improved access for employees and students to materials for work and research. e) Increased ability for faculty to participate in research efforts.

Idaho EPSCoR will help ensure that CI investments around the State are being fully utilized to communicate relevant research, provide access to new data sets, and train the next generation workforce. The first CI Event designed to improve awareness of new CI capabilities and EPSCoR opportunities is planned for Fall 2011.

The RII C2 is significantly enhancing the development, deployment, and improvement of broadband connectivity to foster collaboration among Idaho's public universities, community and undergraduate colleges, and schools.

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BOISE STATE UNIVERSITY

SUBJECT

Approval of Full Proposal to offer a new Doctor of Education (Ed.D.) in Educational Technology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.5

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes a new online, self-support graduate program leading to the degree of Doctor of Education (Ed.D.) in Educational Technology. The proposed program will be offered through the Department of Educational Technology in the College of Education. The proposed program builds on BSU's experience delivering both thesis-based and professional master's programs in educational technology online.

Recent legislation in Idaho and in many other states affirms the need for leaders in educational technology who have studied at the highest level. The proposed program will examine the use of current and emerging technologies for effective and efficient teaching and learning in a dynamic, global society. Areas of particular focus will include online teaching and learning, technology integration, academic technology leadership, innovative teaching in K-12 and higher education, educational web software or mobile applications development, and educational games and simulations.

Because technology changes so often and so quickly, programs should not focus on mastering today's instructional tools. If they did, graduates' skills would be outdated within a few years. Instead, the proposed program will focus on the attributes of effective instructional tools in the context of emerging technologies, and on the impact of changing technologies in the classroom.

The application of instructional technologies for improved teaching and learning fills an important niche in higher education, and the online format will provide access for students who presently do not have a tenable means to achieve a terminal degree. Thus, the cost of giving-up job, home, and family in order to seek a graduate degree in educational technology outside one's geographic area is too great for most working professionals today. Furthermore, many teachers who do have access to a doctoral program in Educational Technology within commuting distance find the in-class format too inflexible for their schedules as working professionals.

An additional benefit of the program is that faculty in the Department of Educational Technology will continue to create new technology systems, in partnership with their doctoral candidates. Such efforts are expected to spawn a hub of new business development in Idaho. One example of such an effort is the quest-based learning experience "3D GameLab," which has generated thousands of dollars of revenue in the past year.

Consistent with Board Policy III.G., the proposed doctoral program was evaluated by two external reviewers, Dr. Sharon Smaldino of Northern Illinois University and Dr. Linda Polin of Pepperdine University.

The reviewers indicated that, "after visiting with the program and college faculty, university administration, and students, we find the proposed program to be well designed, well documented, well resourced, carefully researched, and thoughtfully constructed."

IMPACT

The proposed program will be funded by self-support fees charged in accordance with Idaho State Board of Education policy V.R.3.b.v. At the present time, the department successfully offers a master's level degree and graduate certificates in a self-support model.

The costs associated with this proposal are outlined in the budget and mainly represent a new tenure track faculty and library resources. However, increased enrollment and more in-depth research, will require more intensive librarian liaison time and increased need for interlibrary loan support to distance students in this program.

ATTACHMENTS

Attachment 1 – Full Proposal and external review to include response to external review, and faculty CVs. Pa

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's proposed Ed.D. in Educational Technology will have a set enrollment cap of 15-20 students per year. If the department determines they can take more, the enrollment cap could increase.

BSU currently offers thesis-based and professional master's programs online through the Department of Educational Technology. Idaho State University offers similar programs in M.Ed. in Instructional Technology and Ph.D. in Instructional Design. The University of Idaho offers an M.S., Educational Specialist or Ph.D. in Adult/Organizational Learning and Leadership. However, BSU's program is not a duplication of programs or services.

BSU's request to offer a new Doctor of Education in Educational Technology is consistent with their Regional Mission Responsibility and with their current Eightyear Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the request by Boise State University to offer a Doctor of Education in Educational Technology.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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TAB 2 Page 5

FP 10-36

IDAHO STATE BOARD OF EDUCATION ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION FULL PROPOSAL

Institution Tracking No.

Submitted by:

Boise State University

Institution Submitting Proposal

College of Education

Name of College, School, or Division

Name of Department(s) or Area(s)

Department of Educational Technology

A New, Expanded, or Off-Campus Instructional Program Leading to:

Doctor of Education (Ed.D.) in Educational Technology

2010 CIP: 130599

Degree/Certificate & 2010 CIP

Program Change, Off-Campus Component

Proposed Starting Date

FALL 2012

This proposal has been reviewed and approved by:

College Dean (Institution) Chief Fiscal Officer (Institution) 5/18 C Chief Academic Officer (Institution) Date 6-3-1 Date President

Research and/or Graduate Dear Date

Chief Academic Officer (OSBE)

SBOE/OSBE Approval

Date

Date

New Program

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$250,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWCCU criteria?

This request is for a new doctoral program in the College of Education at Boise State University that will be self-support and offered online, and will lead to the degree of Doctor of Education (Ed.D.) in Educational Technology. The proposed program builds on many years of experience delivering both thesis-based and professional master's programs online through the Department of Educational Technology. These master's programs (Master of Educational Technology, and Master of Science in Educational Technology) and three associated graduate certificates provide advanced studies in the application of teaching and learning technologies. The proposed Ed.D. program in educational technology was developed in response to numerous requests from prospective students for an online doctoral program that generally examines the use of current and emerging technologies for effective and efficient teaching and learning in a dynamic, global society. Areas of particular focus will include online teaching and learning, technology integration, academic technology leadership, innovative teaching in K-12 and higher education, educational software/web or mobile applications development, and educational games and simulations.

Because Boise State University already offers an Ed.D. program, proposed program is unlikely to constitute a substantive change for the university as defined by Northwest Commission on Colleges and Universities (NWCCU) criteria. However, it is the NWCCU staff that makes the final determination of whether the creation of a particular program is a substantive change or merely a minor change. Once the program receives approval from the SBOE, Boise State University will follow standard protocol by sending a letter to the NWCCU describing the program, appending the approved full proposal, and requesting a decision regarding the proposed program. In the event that the NWCCU deems the creation of the program to be a substantive change, Boise State University will then prepare and submit the appropriate Substantive Change Proposal.

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

<u>Regional Institutional Accreditation</u>: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D). Regional accreditation was reaffirmed by NWCCU in 2010.

<u>Specialized Accreditation</u>: Boise State University's College of Education undergoes a rigorous review by the National Council for Accreditation of Teacher Education (NCATE) every seven years; it was reaccredited in Spring 2010. NCATE requires extensive collection of data according to quality measures and rubrics to ensure that undergraduate and graduate students are meeting standards within their chosen field of study. In educational technology, the program adheres to standards established by two highly respected bodies: the Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE). The university is currently evaluating the *Quality Matters* rubric for formative evaluation for online courses.

<u>Program Review</u>: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcomes assessments) and a comprehensive review and site visit by external evaluators.

<u>Graduate College</u>: The program will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

<u>Department Processes</u>: The Department of Educational Technology conducts student surveys for every course, in every semester, to ensure the ongoing quality of their courses and instructors. Furthermore, the departmental leadership is working with state and national bodies (such as the International Council for Online Learning or iNACOL) toward the

2

establishment of state standards and an endorsement for K-12 online educators. Finally, various technical courses use certification standards established by industry (e.g., Cisco, Microsoft).

Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel. A copy of their report/recommendations must be attached.

A copy of the report and recommendations by the external review team is attached in an appendix along with the response from Boise State University.

a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

The curriculum for the proposed Ed.D. program in educational technology and new course requests were approved by the Boise State University Graduate Council on March 15, 2011. As with the existing Ed.D. program in curriculum and instruction, the proposed Ed.D. program will require graduates to complete 66 total semester credits. The following degree requirements box show how these credits are distributed. Although not a requirement of the Graduate College, the Department of Educational Technology intends that all 600-level courses are exclusive to doctoral students.

Doctor of Education in Educational Technology		
Course Number and Title		Credits
Core Courses		15
EDTECH 601 Doctoral Studies Orientation	3	
EDTECH 602 Emerging Trends in Educational Technology	3	
EDTECH 603 Global & Cultural Perspectives in Educational Technology	3	
EDTECH 604 Leadership in Educational Technology	3	
EDTECH 605 Project Management in Educational Settings	3	
Research Courses		15
EDTECH 561 Research in Educational Technology	3	
EDTECH 562 Introduction to Statistics for Educational Technology	3	
EDTECH 652 Quantitative Research Methods	3	
EDTECH 653 Qualitative Research Methods	3	
Research Elective	3	
A graduate research course applicable to education, educational technology, or a		
related field. The course is selected with student input and approved by the		
supervisory committee.		
Cognate Area		9
A three-course graduate sequence in education, educational technology, or a related		
field; all courses are selected with student input and approved by the supervisory		
committee.		
Innovation Internship		3
EDTECH 590 Practicum/Internship		
Students must have successfully completed all required core courses and cognate		
courses before entering the internship. Internship details are negotiated with student		
input and approved by the supervisory committee.		
Elective Courses		12
Graduate courses in education, educational technology, or a related field; all courses		
are selected with student input and approved by the supervisory committee.		
Comprehensive Examination		1
EDTECH 600 Assessment [Comprehensive Examination]		
Dissertation		11
EDTECH 693 Dissertation		
TOTAL		66

NEW 600-LEVEL COURSES (approved by the Graduate Council on 15 March 2011)

(Please see appendices for list of all graduate courses offered by the Department of Educational Technology)

EDTECH 601 DOCTORAL STUDIES ORIENTATION (3-0-3)(F/S/SU).

Introduction to the purpose and nature of doctoral studies in educational technology. Explores processes and procedures specific to the degree program, tools for collaboration and research, conferences and journals in the field, and graduate faculty research initiatives. Must be taken in first semester enrolled in doctoral program. PREREQ: Admission into the doctoral program in Educational Technology.

EDTECH 602 EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY (3-0-3)(F/S/SU).

Explores current topics and trends in educational technology research and their applications. Reviews literature and practices to identify emerging trends in the field.

EDTECH 603 GLOBAL AND CULTURAL PERSPECTIVES IN EDUCATIONAL TECHNOLOGY (3-0-3)(F/S/SU).

Explores the implementation of information and communications technologies (ICT) in educational systems outside of the United States. Examines promises and challenges of ICT integration in both developed and developing countries as impacted by different contexts.

EDTECH 604 LEADERSHIP IN EDUCATIONAL TECHNOLOGY (3-0-3)(F/S/SU).

Examines principles that guide innovative leadership of educational technology programs and initiatives. Focuses on the synthesis of theories, models, and processes that guide policy creation and active project implementation. Emphasis on team building, organizational psychology, people and resources, and change management. PREREQ: EDTECH 601

EDTECH 605 PROJECT MANAGEMENT IN EDUCATIONAL SETTINGS (3-0-3)(F/S/SU).

Introduction to best practices and principles related to the management of projects in educational organizations (all levels, traditional or online). Emphasis on team building and leadership, establishing relationships, benchmarks and evaluative practices. Review and use of various project management software tools. PREREQ: EDTECH 601

EDTECH 652 QUANTITATIVE RESEARCH METHODS (3-0-3)(F/S/SU).

Overview of quantitative research approaches in educational research. Covers concepts of, and practice with, parametric and non-parametric tests and predictive analysis. Introduction to experimental design, survey sampling, and advanced statistical analysis. Purchase of statistical analysis software is required. PREREQ: EDTECH 562

EDTECH 653 QUALITATIVE RESEARCH METHODS (3-0-3)(F/S/SU).

Overview of qualitative research approaches in educational research. Reviews the theory, epistemological assumptions, and application of major methodologies. Focuses on developing skills in creating field notes, planning and conducting interviews, collecting relevant artifacts, analyzing data, and writing reports. Introduction to computer-assisted qualitative data analysis.

EDTECH 662 ADVANCED QUANTITATIVE RESEARCH METHODS (3-0-3)(F/S/SU).

Explores advanced concepts of quantitative theory and data analysis methods. Guides selection and application of multiple, appropriate levels of analysis to selected research questions. Purchase of statistical analysis software is required. PREREQ: EDTECH 562, 652

EDTECH 663 ADVANCED QUALITATIVE RESEARCH METHODS (3-0-3)(F/S/SU).

Explores specific qualitative methodologies in depth. Extensive practice in analysis of data based on a selected qualitative tradition, followed by the presentation of results. Focuses on the development, planning, and conduct of an applicable project. Includes further practice with computer-assisted qualitative data analysis. PREREQ: EDTECH 653

EDTECH 671 DATA MINING RESEARCH METHODS FOR EDUCATION (3-0-3)(F/S/SU).

Introduction to fundamental algorithms and methodologies for data mining and machine learning. Topics include techniques in pattern discovery and predictive modeling. PREREQ: EDTECH 562, 652

EDTECH 672 DESIGN-BASED RESEARCH (3-0-3)(F/S/SU).

Study and application of design-based research methodology, aimed to improve educational practices through iterative analysis, design, development, implementation, and generation back to theory. Emphasis on collaboration among researchers and practitioners in real-world settings. PREREQ: EDTECH 561

The doctoral dissertation will typically be one of two types:

a) A written document that accounts for a solid grounding in theoretical aspects of the study, a description and justification of data collection tools and methods, a reporting of data collected, and an analysis of the data. In many cases the research will be contextually situated; for example, the study may revolve around demographic variables that impact student retention in an online middle school. In other cases the focus will be on basic research, for example, looking at the effect of multimedia on transfer in problem-solving skills.

b) A written document that provides a rich, detailed description of a design or developmental process (ex., see Reeves, Herrington, & Oliver, 2004). The field of educational technology is particularly conducive to this type of work as it allows a student to become deeply familiar with learner needs and characteristics, requires him or her to carefully consideration of design elements, engage in multiple cycles of formative feedback, plan at least small scale implementation of the product, and conduct a summative evaluation report.

The format of the dissertation will vary somewhat, but will either be a series of chapters, or it may be a series of smaller studies, each ready for submission to a peer-reviewed journal, combined into a collection of chapters on a related theme (such as is the practice by many engineering and science disciplines).

As required by existing policy of the Graduate College, each student will be under the continuous guidance of a supervisory committee. The committee consists of 3-5 members of the graduate faculty appointed to the committee by the Graduate College based on recommendations from the Department of Educational Technology. The chair of the supervisory committee is the primary mentor for the student and must have previously chaired or co-chaired at least one other doctoral supervisory committee - either at Boise State University or elsewhere. If the chair is working with a less experienced co-chair, then her or his additional obligation will be to provide mentoring with regard to the process. To serve as co-chair, the committee member must have served as a member of at least one other doctoral supervisory committee. There will be no requirement to serve as a committee member other than appointment to the graduate faculty by the Graduate College.

Dissertation work will be facilitated just as any class or thesis work is currently - regular virtual meetings with professors and/or peers through technology tools that allow for asynchronous or synchronous communication. The department is in the process of creating policy that will help faculty resolve any issues that might be problematic (likely to be modeled on the carefully planned model by Northern Illinois University that emphasizes dispositions).

There is no residency requirement for an EdD degree at Boise State University.

ATTACHMENT 1

b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

The table given below is a complete list of the instructional resource in educational technology anticipated to be in place for the third year of the proposed Ed.D. program in educational technology. Participation by adjuncts in the proposed Ed.D. program will be minor, variable, and by graduate course instruction (plus possible service as members of Ed.D. supervisory committees). One new tenure-track faculty member will be hired at the assistant professor level (this person is shown as TBA in the table and will have qualifications in instructional design and theoretical foundations). Individuals who are not anticipated to be formal participants in the proposed Ed.D. program in the third year of the program are marked by zero FTE.

NAME	FTE	DEGREE	RANK	SPECIALTY
Baek, Y K.	0.15	Ph.D.	Professor	Educational games & simulations
Ching, Y-H.	0.00	Ph.D.	Visiting Assistant Professor	Instructional design; theoretical foundations
Dawley, L.	0.26	Ph.D.	Professor	K12 teaching and learning; teacher professional development; educational games
Hsu, Y-C.	0.24	Ph.D.	Assistant Professor	Research methods; message design; online teaching and learning
Hung, A.	0.26	Ed.D.	Assistant Professor	Data mining; Networking; multimedia development
Perkins, R.	0.37	Ph.D.	Assistant Professor	Change theory; instructional design; ICT4D; evaluation
Rice, K.	0.15	Ed.D.	Associate Professor	K12 online teaching and learning; teacher professional development
Schroeder, B.	0.13	Ed.D.	Clinical Associate Professor	Technology integration; multimedia development
Snelson, C.	0.26	Ed.D.	Associate Professor	Web-based video; multimedia development; technical skills
Wyzard, C.	0.26	Ph.D.	Professor	K12 technology integration; research methods
Yang, D.	0.26	Ph.D.	Assistant Professor	Theoretical foundations; research methods
ТВА	0.29	Ph.D.	Assistant Professor	Instructional design; theoretical foundations
Haskell, C.	0.00	M.E.T.	Instructor	K12 technology integration; educational gaming; virtual learning environments
DeLoose, S.	0.00	M.Ed.	Adjunct	K12 technology integration
Flannelly, S.	0.00	Ed.D.	Adjunct	Instructional design
Freed, J.	0.03	Ph.D.	Adjunct	Theoretical foundations
Gerstein, J.	0.02	Ed.D.	Adjunct	K12 technology integration
Gibson, D.	0.00	Ed.D.	Adjunct	Educational games and simulations; virtual learning environments
Grey-Dove, T.	0.01	Ed.D.	Adjunct	K12 online teaching and learning
Hall, D.	0.01	Ed.D.	Adjunct	Course and courseware design and evaluation
Kaiser, L.	0.02	M.S.	Adjunct	Message design
Letourneau, T.	0.02	Ph.D.	Adjunct	Online teaching and learning
Randall, A.	0.02	Ed.S.	Adjunct	Online teaching; adult education
Silver, E.	0.00	M.A.	Adjunct	K12 technology integration and management
Thompson, J.	0.00	Ph.D.	Adjunct	Evaluation; technology integration
Worthington, J.	0.00	Ph.D.	Adjunct	Grant writing

c. Student - briefly describe the students who would be matriculating into this program.

The Department of Educational Technology has documented considerable interest in the proposed Ed.D. program in educational technology from its master's students, as well as from graduates of master's programs in education earned external to Boise State University. Inquiries are almost entirely from working educators, most in mid-career situations. They want to work either as teachers, educational technologists, or instructional designers in higher education after years in the K-12 system; others want to qualify for district-level or state-level jobs requiring doctorates in educational technology. Demographically, they are equally divided by gender and generally fall into the 30-45 age bracket. Geographically, inquiries come from all parts of the United States, as well as from U.S. citizens living and working overseas.

d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Personnel. The Ed.D. in Educational Technology will be primarily administered by a faculty program director in coordination with the department chair and associate chair, all assisted by an eight-person administrative support staff that includes an admissions coordinator, an admissions advisor, a post-admission advisory coordinator, a manager of student outreach services, and a graphic/instructional designer. The department has nine tenure-track or tenured faculty members, one clinical associate professor, a number of adjunct professors who teach courses, and plans to hire one additional tenure-track faculty member. A full listing of the faculty as configured for the third year of the program is given in section 2.b (above), a full listing of participating faculty members and faculty FTE effort by year for the first three years of the program, and a full listing of administrators and administrative support staff is given by tables placed after section 6.e (below).

Graduate Assistants. The department currently funds between five and ten graduate students each year, and some of these will become Ed.D. students upon implementation of the proposed program. Additional graduate assistants will be funded through anticipated grant and contract activity.

Library. The Albertsons Library at Boise State has done an outstanding job of acquiring periodicals, books/monographs and databases to support the existing programs in Educational Technology, and will continue to do so for the proposed program. The library actively seeks ways to positively support students studying at a distance. For example, electronic books are purchased for student online access, and library workshops are delivered electronically to support students at distance. Faculty members in the College of Education routinely work with their library liaisons to review and improve access to information resources. The library resources now in place are adequate to support the current curriculum and with the suggested additions, see 6.d. (1), will also support the proposed EdD in Educational Technology.

Equipment. Research in educational technology requires information and the capacity to extract, analyze, and manage electronic data. In addition to servers maintained by the department to host their website, faculty and student work, the department also purchases specialized software for instructional an administrative purposes, including web conferencing software, Moodle LMS, and Salesforce. All equipment purchases are made using departmental funds, and because students will study at a distance, any upgrades to computer or network connections will be incurred by them. Affiliated personnel anticipate updating equipment as needed through ongoing grant and contract activity.

e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

The proposed new program will be delivered online. Presently, there are no plans to expand the proposed program beyond that described herein.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

Boise State University's proposed program, once approved, will be the only Ed.D. program in educational technology in Idaho. Two programs at other institutions have some similarities but are substantially different from the proposed program: Idaho State University offers a Ph.D. in "Instructional Design" and the University of Idaho offers a Ph.D. in "Adult/Organizational Learning and Leadership."

Boise State University's proposed Ed.D. program in educational technology differs from the Ph.D. programs at the University of Idaho and at Idaho State University in the following ways:

Differences in the Nature of the Program

Both the Ph.D. and Ed.D. are recognized as research degrees by the U.S. Department of Education and the National Science Foundation. However, the we recognize an important distinction between the two degrees in terms of focus. Following the line of reasoning about education doctorates created by the Carnegie Foundation (Carnegie Project on the Education Doctorate; <u>http://cpedinitiative.org/CEPD</u>), the focus of the Ed.D. in Educational Technology will be to prepare the candidate for professional practice and applied research. In contrast, the Carnegie Foundation describes a Ph.D. as a degree with the primary focus on basic research. The comparison often made compares the person who has a research degree in a medical field versus a person who obtains a medical or osteopathic degree. Whereas the former is critical to the practice of medicine, the researcher is not him or herself engaged in its application in a clinical setting. The latter, a physician who is a specialist or generalist, is analogous to the professional graduating from an Ed.D. program, where the emphasis is on practice and application of educational research. In both the Ph.D. and Ed.D. programs an understanding of how to do research and theoretical connections is crucial, but the education doctorate as we envision it creates a community of learners who attend to the realities of technology as found in a variety of educational settings.

Differences in Content

Master's level programs currently offered by the Department of Educational Technology at Boise State University include online teaching (K-12 and higher education strands), technology integration, and school technology coordination, and these are the only programs offered in Idaho that focus on these three areas. By creating a more-advanced Ed.D. degree opportunity, we will support stronger leadership in educational technology both in Idaho and outside of it. Our Ed.D. graduates will support and guide emerging models of technology-enhanced learning that are developing throughout the state and country.

Graduates of the proposed Ed.D. program in educational technology will have the ability to expertly integrate technology with learning experiences (at all levels) through innovative means of delivery, practice, feedback, and assessment. Their expertise will be honed through exposure not only to design and learning theories, but also through repeated exposure to authentic environments where 21st century tools are integrated into various teaching and learning contexts.

in contrast, the Ph.D. program at UI enables students to specialize in adult basic education, adult training, and human resource management, and graduates can secure jobs as "adult educators in colleges and universities, managers of training and development, human resource specialists, training consultants and instructional designers" (from UI website). And the Ph.D. program at ISU "prepares students to assume positions of leadership in instructional design, research, measurement, or evaluation ... candidates are provided primarily with courses and experiences preparing them to function more effectively as leaders in guiding instruction to meet specific educational outcomes" (from ISU website). It should also be noted that students in the ISU Ed.D. program in educational leadership no longer have the option of doing cognate studies in the area of instructional technology (according to the program description listed in the ISU doctoral handbook).

Differences in Mode of Delivery

The proposed Ed.D. program in educational technology will be offered in an entirely online format, in essentially the same format as our fully online master's programs in educational technology that have proved to be a local, national, and international success. The proposed program will be modeled in part after a program at the University of Florida. In contrast, neither the Ph.D. program at ISU nor the Ph.D. program at UI is fully online, and both require that students take at least some courses on-campus or at remote locations (centers in Meridian, Boise, and Idaho Falls). Our proposed Ed.D. program will enable students to work on their degree requirements regardless of location and will not require their presence on the main university campus or any of its related sites.

Comparison to programs offered at public universities in states bordering Idah	Comparison to programs offered at public unit	iversities in states bordering Idaho
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University	Ed.D. available?	EDTECH Specific?	Online Program?
Central Washington Univ.	No		
Eastern Oregon University	No		
Eastern Washington Univ.	No		
Evergreen State College (WA)	No		
Montana State University - Bozeman	Yes	No	No
Nevada State College	No		
Oregon State University	Yes	No	No
Portland State University (OR)	Yes	No	No
Southern Oregon State Univ.	No		
Southern Utah University	No		
Univ. of Washington	Yes	No	No
University of Montana	Yes	No	No
University of Nevada – Las Vegas	Yes	Option	No
University of Nevada – Reno	Yes	No	No
University of Oregon	Yes	No	No
University of Utah	Yes	No	No
University of Wyoming	Yes	Yes	Part
Utah State University	Yes	No	No
Washington State Univ.	Yes	No	No
Weber State University (UT)	No		
Western Oregon Univ.	No		
Western Washington Univ.	No		

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree	Level	Specializations within the discipline	Specializations offered within the
name			degree at the institution
BSU			
M.S. or M.E.T. in	Master's	integration of educational technologies,	Online Teaching; Technology
Educational Technology		eLearning pedagogy and delivery, digital media development, research on innovations in teaching and learning	Integration; School Tech. Coordination.
M.S. in Instructional &	Master's	Instructional designer, curriculum	Human Performance Technology;
Performance		development, training, workforce	Workplace eLearning & Performance
Technology		development, project management, technical	Support; Workplace Instructional Design
		writing, e-learning development,	
		organizational development, research	
		analysis, and performance consulting	
ISU			
M.Ed. in Instructional	Master's	instructional design, research, measurement,	Instructional Technology; Instructional
Technology or Ph.D. in	&	or evaluation	Design
Instructional Design	Doctoral		
UI			
M.S., Ed Specialist or	Master's	adult education, management of training and	Adult/Organizational Learning and
Ph.D. in	&	development, human resources, training	Leadership
Adult/Organizational	Doctoral	consulting, and instructional design	
Learning and			
Leadership			

Enrollment and Graduates (i.e., number of majors or other relevant data) by Institution for the Proposed Program. Last three years beginning with the current year and the 2 previous years

Institution / Degree Program	Relevant	Relevant Enrollment Data			Number of Graduates		
	Curr.	Prev.	Prev.	Curr.	Prev.	Prev.	
	Year	Year	Yr.	Year	Yr.	Yr.	
BSU:							
M.S. or M.E.T. in Educational	308	255	185	80	61	45	
Graduate Certificate	264	200	115	53	36	20	
BSU:							
M.S. in Instructional & Performance Technology	161	160	157	36	46	33	
Graduate Certificate	97	69	43	28	17	11	
ISU: M.Ed. in Instructional Technology	12	16	21	6	4	5	
ISU: Ph.D. in Instructional Design	36	39	29	-	-	-	
UI: M.S. Adult & Organizational Learning	-	3	10	2	8	11	
UI: M.S. Adult & Organizational Learning & Leadership	57	43	24	7	2	-	
UI: Ed.D. Education	2	5	6	-	-	3	
UI: Ph.D. Education	25	31	49	6	2	16	
UI: Ed.S. Adult & Organizational Learning	11	1	1	-	1	3	
UI: Ed.S. Adult & Organizational Learning & Leadership	-	13	9	3	-	7	

4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

In its "Current Institutional Role and Mission" statement, the Idaho State Board of Education expects Boise State University to function as follows:

- Be a "comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service,"
- Provide a variety of programs, including teacher preparation, and
- Use a "variety of delivery methods to meet the needs of diverse constituencies; this specifically includes distance learning for delivery of programs and services."

This proposed doctorate aims to accomplish these goals by

- reaching a national and international student body much more diverse than the population in Idaho,
- creating variety in graduate programs because of its exclusive focus, and
- innovating in the delivery of doctoral studies and research.

The Department of Educational Technology aims to achieve these goals by aligning its plan with the ten goals of Boise State University's strategic mission "Charting the Course" (2006):

Goals of BSU strategic mission	EDTECH plans to achieve the goal
Respond to the educational needs of the region	 Offer flexible course delivery options that meet the need of working professionals.
Develop network and outreach opportunities with the community	 Promote collaboration and sharing of information between campus and the K-20 educational technology community.

Provide development opportunities for faculty to integrate teaching and research Promote diverse communities that foster faculty, staff, and student interaction	 Align educational offerings with economic and educational needs; Develop flexible workload policies for faculty; Reward and promote successes in integration of teaching and research. Create active learning opportunities in and out of class; Develop and promote programs to introduce international diversity on campus; Hold synchronous video seminar series with invited lecturers on "Diversity in Educational Technology"; Develop ongoing student leadership opportunities through the online EdTech Graduate Student Association.
Provide student-centered services	 Offer flexible course delivery options; Promote involvement in social, intellectual and virtual community events; Support ongoing doctoral student outreach through our Office of Student Outreach Services.
Create an organization that is responsive to change	 Reward innovative research and teaching that support overall program goals, which are focused on educational use of emergent technologies.
Recruit and retain an academically prepared and diverse student body	 Expand student recruitment efforts; Explore potential underserved distance learning markets such as historically black undergraduate colleges.
Recruit and retain faculty and staff to support the vision	 Promote and reward faculty and staff who support the overall department and university mission; Facilitate faculty collaborations across campus; Secure funds for sponsored research activity; Develop compensation and workload plans consistent with those of a metropolitan research university.
Obtain fiscal resources necessary to support the vision	 Create additional opportunities for student financial assistance, including Graduate Assistants; Secure additional funds for sponsored research activities; Maximize the ability to use self-support funds to support overall program vision and needs; Explore options for additional department-based student scholarships/fellowships.
Build and maintain facilities to support programs and create an attractive and accessible environment	 Support current and implement new technologies to foster an effective virtual learning environment.

- 5. **Demand** address student, regional and statewide needs.
 - a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing date collection; dissemination of assessment results; program design and on-going assessment. (See Board policy III.X., Outcomes Assessment.)

ATTACHMENT 1

Because technology is such a rapidly changing force in our society, programs cannot simply prepare leaders to master today's instructional tools. If they did, graduates' skills would be outdated within a few years. Instead, programs must focus on two over-arching principles: 1) attributes of effective instructional tools, and 2) the context of the classroom as impacted by changing technologies. Recent legislation in Idaho and in many other states affirms the need for leaders in educational technology who have studied at the highest level; it is a need Boise State hopes to meet with its doctoral program. As technology is such a varied field, the proposed Ed.D. program in educational technology at Boise State University would encompass a wide array of specializations inherently beneficial to public education in Idaho and the nation.

The demand for the proposed program was determined as follows:

Idaho State Department of Labor Information:

The following is a projection of state work force needs, which includes job titles requiring this degree and data on employment potential within the state.

- Director, Academic Technologies (Higher Ed. or Corporate)
- Technology Coordinator, K-12 school district
- Professor, Educational/Instructional Technology
- Senior eLearning Specialist
- Supervisor, Online training and development
- Head of School (or other administrator), Online School
- Vice President, Learning & Development
- Project Manager, Game/Software/Multimedia/Mobile Apps
- Learning Evaluation Professional

The Idaho Department of Labor's "Occupational Projections 2008-2018" shows an average annual growth of 1.63% in the sectors represented above, with a 17.90% positive change in employment. In sectors that would benefit from educational technology expertise, it is estimated that approximately 259 new positions are expected annually.

Survey of Master's Students

A survey was conducted with Boise State University master's students in educational technology to quantify demand for the skills and knowledge that would result from a doctoral program in educational technology: 109 students were contacted and 94 responded (86%). The survey showed a strong correlation between the proposed doctoral program's curriculum and students' needs. Respondents rated seven areas of emphasis as important or very important.

- 96% found Online Teaching either important (24%) or very important (72%),
- 94% reported Technology Integration is either important (29%) or very important (65%),
- 93% noted Emerging Technologies as either important (30%) or very important (63%),
- 89% found that eLearning Design is either important (36%) or very important (53%),
- 82% noted that Educational Technology Leadership is either important (37%) or very important (45%),
- 79% reported that Instructional Design and Evaluation are either important (38%) or very important (41%),
- 69% found Instructional Theory either important (44%) or very important (25%).

Inquiries from Interested Individuals

Following an announcement that the Department of Educational Technology was examining the possibility of an online doctoral program, program personnel received well over a hundred inquiries in one year. Those inquiries are indicative of the demand for the proposed doctoral curriculum in an online format. The program is appealing partly due to the fact that working professionals would not have to quit their job, sell their house, and uproot their families to earn a doctorate. The demand is far greater than BSU's ability to fill the need.

Benefits to the Region, the State, and the Nation

The proposed Ed.D. program in educational technology is a natural extension of the very popular and widely respected master's programs in the same discipline at Boise State University. The master's programs have been fully

ATTACHMENT 1

online since 1999 and constitute the largest graduate population at the university. The master's programs are one of the largest university-based trainers of online teachers in the nation, and Boise State University is one of the first universities to offer graduate-level courses in how to teach effectively in virtual worlds. The president of the Society for Information Technology and Teacher Education, recently stated that the educational technology program at Boise State is "one of the most innovative EdTech programs in America."

As a self-support program, the Department of Educational Technology has generated enrollments and tuition revenue from across the United States and from two dozen international locations, generating tuition revenue of approximately \$1.8M in 2010 alone. Because the majority of students (85%) live outside of Idaho, the department is in effect an exporter of education and an importer of revenue. This revenue hires employees, employs local vendors, and awards graduate assistantships and scholarships to students living in Idaho and elsewhere.

As a program focused on emerging technologies for teaching and learning, the Department of Educational Technology has developed several new technology systems and tools that have not only generated additional revenue for the program, but are now going through the technology transfer process, creating a hub of new business development in Idaho. For example, a virtual world teaching simulation ("EdTech Island"), has generated thousands of dollars in revenue in the four years since its inception. The "3D GameLab," a quest-based learning experience instituted in the summer of 2010, is projected to generate more than \$100,000 in the summer of 2011. These and other new initiatives provide doctoral students with real-world, hands-on experience. All revenues from these programs go directly back to the department.

In conclusion, the state's economy—and by extension the nation's economy—thus benefits in three tangible, direct ways from those who graduate from the proposed Ed.D. program in educational technology. First, graduates will help educate a workforce ready and able to innovate in the 21st century. Second, graduates will project their expertise into national and international arenas based on empirical research and evaluation in the field of Educational Technology. Finally, given that so many opportunities in this field allow for "telecommuting," it is possible that graduates with these skills would live in Idaho, where they would shop and pay taxes while holding a job that may be hundreds or thousands of miles away.

b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

Source, Characteristics, and Number of Students

The online master's degree program in educational technology offered by Boise State University is one of the largest of its kind compared to similar institutions offering the same degree (only for-profit universities have a larger enrollment). Prospective students come from many areas nationally and internationally. There are hundreds of requests for information about the program each year from prospective students who have visited the department's website, those who have been referred to us by a current student, or who have learned about our program at a conference. We expect a similar level of interest in the proposed Ed.D. program.

We expect that students in the proposed Ed.D. program in educational technology will be mid-career professionals working in schools across Idaho and the nation, and as such, most will be part-time students. As noted above, there is great demand for an online doctorate in this field of study, particularly from a well-respected graduate program. Students from other departments at Boise State University (and those at other Idaho universities) will likely only apply to the proposed program if they have a background in educational technology or a related field. The Department of Educational Technology plans to set an Ed.D. enrollment cap of 15-20 students per year. If departmental leadership determines that it can intake more, the enrollment cap will likely be increased.

The Department of Educational Technology currently employees eight staff members full-time (seven full-time, one part-time). Of these, five are specifically committed to student recruitment, retention and advising issues. One staff member manages student outreach services, which includes the oversight of the admissions coordinator and a part-time admissions advisor. Another person devotes his time to post-admissions advising, while the other staff member is a records specialist. Students enrolled in the Ed.D. program will be advised by a faculty mentor, but supported just as all students are by the other staff members. Faculty members who travel to conferences are asked to provide information about the program to those who might be interested. One of the department recruiters makes regular

appearances at local and national conferences (including one which regularly has more than 12,000 attendees, all of whom fit very well within the demographics of our enrollees).

Student Demand

The department conducted a survey of its students of needs and goals. Of the nearly 100 students who responded, 86% indicated a strong interest in a proposed online doctoral program. When asked why they would want to earn a doctorate in Educational Technology at Boise State:

- 96% cited the "ability to take courses online,"
- 89% cited the "ability to take courses part-time,"
- 74% cited the quality and reputation of the department,
- 58% cited the quality and reputation of the university, and
- 48% cited specializations match their research interests.

As noted in section 6.A., the department receives many inquiries from students interested in enrolling in an Ed.D. program in Educational Technology.

The proposed doctoral focus on emerging technologies for improved teaching and learning fills an important niche in higher education because the program reaches potential students who presently do not have a tenable means to achieve a terminal degree. The cost of making such a tremendous sacrifice—giving-up job, home, and family ties to seek a degree outside one's geographic area—is too great for most working professionals today. Jobs are too difficult to get and the housing market too unstable. The few teachers who have a doctoral program in Educational Technology within commuting distance find it too costly and generally not tailored to the schedules of working professionals.

Approximately 85% of Boise State University students in educational technology live out-of-state, making the existing online master's program an exporter of education and an importer of tuition revenue from all parts of the country. The existing program enrolls more students from California than any other state except Idaho. Even in highly populated states, most online students live in small and medium-sized towns where locally based graduate programs are not available, and doctorates are particularly unavailable. Boise State University has established its capability to attract students from these areas with graduate programs. The need and opportunity for an online doctoral program in educational technology is much greater because few online doctorates currently exist in the field.

Both Harvard and MIT are renewing interest in educational gaming and simulations, for example, and Stanford now offers a Ph.D. in Learning Sciences, Technology and Design that incorporates "complete foundational research on learning and design of innovative learning technologies." But these programs cannot meet the needs of interested educators around the nation because the programs and the potential students are place-based. The proposed online doctorate can meet the needs of professionals no matter where they live. Furthermore, the few existing online doctoral programs do not compete with the proposed doctorate in cost or focus of curriculum.

c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

As described earlier, the proposed Ed.D. program in educational technology builds upon successful, nationally recognized online master's programs delivered online through the Department of Education Technology.

ATTACHMENT 1

6. **Resources** – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY	13	FY	14	FY	15
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	8.8	12	17.5	24	22.9	36
B. Shifting enrollments	0	0	0	0	0	0
II. EXPENDITURES						
	FY	13	FY	14	FY	15
A. Personnel Costs	FTE	Cost	FTE	Cost	FTE	Cost
1. Faculty	1.91	114,570	2.49	150,690	2.63	161,513
2. Administrators	0.45	29,315	0.45	29,902	0.45	30,500
3. Adjunct faculty	0.02	589	0.04	1,362	0.13	4,595
4. Graduate/instructional	2.00	40,000	C 00	07.020	6.00	00.070
assistants	3.00	48,000	6.00	97,920	6.00	99,878
5. Research personnel	0.00	0	0.00	0	0.00	0
6. Support personnel	0.40	15,051	0.65	24,325	0.80	30,742
7. Fringe benefits	N/A	54,780	N/A	72,345	N/A	78,502
8. Other: (Tuition/Fees)	N/A	25,713	N/A	53,996	N/A	56,696
Total FTE Personnel						
And Costs:	5.78	288,018	9.63	430,540	10.0	462,426

ATTACHMENT 1

	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
B. Operating expenditures			
1. Travel	9,730	13,970	15,890
2. Professional services	1,125	1,300	1,500
3. Other services			
4. Communications	1,000	1,000	1,000
5. Utilities			
6. Materials & supplies	4,500	4,500	4,500
7. Rentals			
8. Repairs & maintenance	1,000	2,000	3,000
9. Materials & goods for manufacture & resale			
10. Miscellaneous	7,000		
Total Operating Expenditures:	24,355	22,770	25,890
	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
C. Capital Outlay			
1. Library resources	8,000	8,000	8,000
2. Equipment	0	0	0
Total Capital Outlay:	8,000	8,000	8,000
D. Physical facilities Construction or major Renovation	0	0	0
E. Indirect costs (overhead)	16,019	23,106	24,768
GRAND TOTAL EXPENDITURES:	336,392	485,233	520,121

16

III. REVENUES	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
A. Source of funds			
1. Appropriated funds Reallocation – MCO			
2. Appropriated funds New – MCO			
3. Federal funds			
4. Other grants			
5. Fees	336,392	485,233	520,121
6. Other:			
GRAND TOTAL REVENUES:	336,392	485,233	520,121
	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
B. Nature of Funds			
1. Recurring*	329,392	485,233	520,121
2. Non-recurring**	7,000	0	0
GRAND TOTAL REVENUES:	336,392	485,233	520,121

* Recurring is defined as ongoing operating budget for the program that will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

NOTES for Line Items in Tables I, II, and III

- I.A One student FTE is assumed to be 24 student credits or 12 credits per semester for an academic year (fall and spring semesters); most students are projected to take less than 24 credits per academic year.
- I.B It is anticipated that only master's degree holders will be admitted to the Ed.D. program so that there will not be any shifting enrollments from the existing master's programs in educational technology or other master's programs in education.
- II.A.1 Faculty FTE estimates are tied to university faculty workload policy 4560 and based on a three-year teaching plan for the Department of Educational Technology. Faculty cost estimates are based on academic year salaries, with FY11 salaries assumed for the first year of the program, and then 2% annual adjustments applied for the second and third years of the program. See tables attached after section 6.e for details.
- II.A.2 Administrative FTE estimates are based on experience with the existing Ed.D. program in curriculum and instruction and allow for the online nature of the proposed program. Administrative cost estimates are based on administrative contract salaries that vary in duration depending on the position, with FY11 salaries assumed for the first year of the program, and then 2% annual adjustments applied for the second and third years of the program. See tables attached after section 6.e for details.
- II.A.3 Adjunct faculty members are paid on a per course basis and are anticipated to teach mostly master's students and a modest number of doctoral students in graduate courses; the resulting doctoral program FTE is thereby quite small.
- II.A.4 Graduate instructional assistants will not teach in the PhD program but will provide assistance with the delivery of the master's programs in educational technology. A graduate assistantship includes a 9-month \$16,000 stipend and an academic year tuition and fee waiver. Annual adjustments of 2% and 5% are assumed for stipends and tuition and fee waivers, respectively.

- II.A.5 The proposed program does not involve research support personnel.
- II.A.6 See tables attached after section 6.e for details on administrative support personnel.
- II.A.7 Fringe benefits are computed using FY11 fringe rate parameters defined for various employee categories by the university budget office and available at <u>http://finad.boisestate.edu/budget/pdf/FY11fringe.pdf</u>. The fringe rate for graduate assistants is computed at 4% during the academic year.
- II.A.8 The FY11 cost of a full-time academic year graduate tuition and fee waiver is \$7,774. This cost is projected into future years using an assumed annual increase of 5%. Thus, we project a full-time academic year graduate tuition and fee waiver to be \$7,774x1.05x1.05 = \$8,571 at program start in FY13, and then to increase annually by 5% for the first three years of the program.
- II.B.1 Annual faculty and staff travel to attend conferences is Ed.D. program proportion of overall travel budget.
- II.B.4 Communications budget estimated as additional expense resulting from increased recruiting communications and new Ed.D. students.
- II.B.6 Costs of materials and supplies estimated from experience with master's programs in educational technology adjusted for differences in enrollment between Ed.D. and master's programs.
- II.B.8 Costs of maintenance and replacement of hardware and software estimated from experience with the master's programs in educational technology; program cost is in same proportion to total cost as estimated Ed.D. enrollment is to total enrollment in online department programs.
- II.B.10 The \$7,000 expenditure is the anticipated startup cost for the new tenure-track faculty hire.
- II.C.1 Cost estimates for new library resource cost are based on discussions between program faculty and the Dean of Libraries. See section 6.d for details.
- II.C.2 No new equipment costs are anticipated for the proposed program (beyond ongoing maintenance and replacement).
- II.D No construction or renovation costs are anticipated for the proposed program.
- II.E Indirect costs associated with the proposed program calculated as 5% of total budget in alignment with our current practice.
- III.A.5 Fees are self-support fees as described in Idaho State Board of Education policy V.R.3.b.v (as of September 2009).
- III.B.2 See note II.B.10.
 - a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule. Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Detailed three-year lists and projections for faculty FTE effort, student FTE enrollment, and faculty program salary costs, and the FTE effort and costs for support personnel, are provided in the tables attached after section 6.e below.

Because the proposed program is self support and because it is being created in a department that has both self support and non-self support components, it would be useful to account for the source of funding for faculty members in existing programs and in the proposed program.

Current Faculty Allocations: These allocations will remain fixed to support existing programs.

- 4 appropriated tenure-track FTE: one department chair, plus coverage of 20 sections of EdTech 202 per year (undergrad).
- 8 self-support faculty FTE: five tenure-track, one assistant visiting, one associate clinical, one special lecturer. All are allocated to our master's level graduate programs.

Additional Faculty for the Proposed EdD Program: Additional faculty and administrative support were budgeted for the proposed EdD as follows, and all will be supported by self support funding.

- Faculty Year 1: 1.91 FTE
- Faculty Year 2: 2.49 FTE (total)
- Faculty Year 3: 2.63 FTE (total)
- Admin for Years 1-3: .45 FTE

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

The proposed Ed.D. program in educational technology will be administered by a graduate program coordinator who reports to the department chair (who is assisted by the associate chair). The graduate program coordinator interacts with the departmental faculty, program students, and the departmental administrative support staff (described in section 2.d above). The graduate program coordinator also participates in the formal graduate program management structure within the College of Education, and is the interface between the proposed Ed.D. program and the Graduate College. Detailed three-year lists and projections for program effort and costs by departmental administrators and departmental administrative support personnel are provided in the tables attached after section 6.e below. The fiscal impact of the proposed Ed.D. program on the administrative structure of the College of Education (outside the Department of Educational Technology) and the Graduate College are expected to be absorbed by existing staff and infrastructure and are not estimated for this proposal.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

The proposed Ed.D. program in educational technology is expected to generate increased annual departmental operating costs as shown in table II section B for travel, communications, materials and supplies, and repair and replacement of hardware and software.

- d. Capital Outlay
 - (1) Library resources
 - (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The Library has a strong interlibrary loan and acquisitions on-demand service in place to meet the needs of the faculty, students, and staff of the university for access to information resources not available in the Library or through current subscriptions. Materials can be, and are, routinely obtained and delivered electronically to almost any location in the world.

During spring semester 2010, the librarian liaison for educational technology asked the faculty of the Department of Educational Technology a series of questions related to the use of the Library and their satisfaction with current resources. The responses were generally favorable with the exception of repeated requests for more access to electronic resources, specifically online journals and electronic books.

The University Library analyzed the library needs of the new program and provided the following recommendations for the proposed Ed.D. program in educational technology:

Ebooks: \$3,000 annual cost

Cost of purchasing individual ebooks, outside of EBL (Ebooks Library) or Books24x7, estimated as 20 ebooks per year with an average price of \$150 per ebook.

online journals: \$5,000 annual subscription cost

Cost of requests for new online journals, specific titles will be determined by the focus of the program and the research interests of the new faculty.

Books24x7: \$30,000 annual subscription cost

The most recent quote for a library subscription to Books24x7 is approximately \$30,000 per year. The campus does have a subscription to Books24x7 for Training and Development purposes but access is not available to students.

EBL (Ebook Library): \$25,000 annual cost

The Library is currently exploring access to EBL, an ebook collection, but has not yet received a quote. Based on the experience of similar type academic libraries, the cost for EBL is estimated to be a minimum of \$25,000 per year.

19

At the present time, funding has been committed for the Ebooks and the online journals. The university is presently considering providing funding for a phased introduction of the Books24x7 and EBL resources. These latter two resources (Books 24x7 and EBL) would serve the needs of faculty, students, and staff in many campus programs besides the graduate programs in educational technology.

The Library does not anticipate a need for any new library space or equipment to support the proposed Ed.D. program in educational technology. However, increased enrollment, more in-depth research, and new areas of emphasis will require more intensive librarian liaison time. There will also be an increased need for interlibrary loan support to distance students in this program. One small example of that is a recent request for interlibrary loan material from a student living in China.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

Library costs are described in Section 6.d.(1).(a).

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

As stated in section 6.d.(1).(a) above, the Library has a strong interlibrary loan and acquisitions on-demand service in place to meet the needs of the faculty, students, and staff of the university for access to information resources not available in the Library or through current subscriptions. Materials can be, and are, routinely obtained and delivered electronically to almost any location in the world.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The computer and internet bandwidth resources in place for the master's degree programs in educational technology are sufficient to meet the needs of the proposed Ed.D. program in educational technology.

- e. Revenue Sources
 - (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Funding for the proposed Ed.D. program in educational technology does not involve reallocation of existing state appropriated funds.

(2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

An above MCO appropriation is not required to fund the proposed Ed.D. program in educational technology.

(3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The proposed Ed.D. program in educational technology is to be funded by self-support fees charged in accordance with Idaho State Board of Education policy V.R.3.b.v (as of September 2009). Most faculty and staff costs and all operating and capital costs of the Department of Educational Technology are funded through revenue generated by the department through its online degree programs. At present (spring semester 2011), the department consists of 12 full-time faculty members (9 tenured or tenure-track, 1 clinical faculty member, 1 visiting professor, and 1 instructor) and 7 administrative support staff members (4 full-time, 3 part-time). Four of the nine tenured or tenure-track faculty members are supported on appropriated faculty positions. A number of adjunct professors are paid on a per-course basis from semester to semester.

Section 6.a Ins	tructional Staff Expendit	ures				
Year 1						
						FTE
		Annual	FTE		Projected	Students (24
		Academic Year	Assignment to	Program	Student	credits per
Name	Position and Rank	Salary	This Program	Salary	Credits	FTE)
Baek, Y K	Professor, Full	\$75,000	0.16	\$12,000	11	,
Dawley, L	Professor, Full	\$75,900	0.13	\$9,867	8	
Hsu, Y-C	Professor, Assistant	\$53,000	0.13	\$6,890	4	
Hung, A	Professor, Associate	\$53,500	0.13	\$6,955	4	
Perkins, R	Professor, Associate	\$53,500	0.26	\$13,910	40	
Rice, K	Professor, Associate	\$61,405	0.26	\$15,965	40	
Schroeder, B	Clinical Faculty	\$57,300	0.00	\$0	0	
Snelson, C	Professor, Associate	\$58,274	0.26	\$15,151	40	
Wyzard, C	Professor, Full	\$64,890	0.26	\$16,871	40	
Yang, D	Professor, Assistant	\$53,000	0.19	\$10,070	13	
TBA	Professor, Assistant	\$53,000	0.13	\$6,890	4	
	110105501, 115515tuitt	Per Course Sal	Equiv FTE	Prog Cost		0.17
Flannelly, S	Adjunct Faculty	\$4,452	0.00	\$0	0	0.00
Freed, J	Adjunct Faculty	\$4,452	0.00	\$0		
Gerstein, J	Adjunct Faculty	\$4,452	0.01	\$223	3	
Gibson, D	Adjunct Faculty	\$5,500	0.01	\$367	3	
Grey-Dove, T	Adjunct Faculty	\$4,452	0.00	\$0	0	
Hall, K. D	Adjunct Faculty	\$4,452	0.00	\$0	0	
Kaiser, L	Adjunct Faculty	\$2,733	0.00	\$0	0	
Letourneau, T	Adjunct Faculty	\$4,452	0.00	\$0	0	
Randall, A	Adjunct Faculty	\$4,452	0.00	\$0	0	
Thompson, J	Adjunct Faculty	\$5,500	0.00	\$0	0	
mompson, s	Rujunet Faculty	φ3,500	0.00	ψ0	0	0.00
	SUBTOTALS	Tenure-Tr Fac	1.91	\$114,570		
	[Clinical Faculty	0.00	\$0		
		Adjunct Faculty	0.02	\$589		
		TOTALS	1.93	\$115,159	210	8.75

Section 6.a Ins	structional Staff Expendit	tures				
Year 2						
						FTE
			FTE		Projected	Students (24
		Annual Academic	Assignment to	Program	Student	credits per
Name	Position and Rank	Year Salary	This Program	Salary	Credits	FTE)
Baek, Y K	Professor, Full	\$76,500	0.15	\$11,475	12	0.50
Dawley, L	Professor, Full	\$77,418	0.26	\$20,129	48	
Hsu, Y-C	Professor, Assistant	\$54,060	0.24	\$12,974	35	
Hung, A	Professor, Associate	\$54,570	0.26	\$14,188	30	
Perkins, R	Professor, Associate	\$54,570	0.37	\$20,191	80	
Rice, K	Professor, Associate	\$62,633	0.15	\$9,395	8	
Schroeder, B	Clinical Faculty	\$58,446	0.11	\$6,429	36	
Snelson, C	Professor, Associate	\$59,439	0.26	\$15,454	44	1.83
Wyzard, C	Professor, Full	\$66,188	0.26	\$17,209	48	2.00
Yang, D	Professor, Assistant	\$54,060	0.26	\$14,056	40	1.83
TBA	Professor, Assistant	\$54,060	0.20	\$14,030	17	0.71
IDA	FIOLESSOI, ASSIStant	Per Course Sal	Equiv FTE	Prog Cost	17	0.71
Flannelly, S	Adjunct Faculty	\$4,541	0.00	so	0	0.00
	Adjunct Faculty	. ,	0.00	\$0	0	
Freed, J	, , , , , , , , , , , , , , , , , , ,	\$4,541		\$0		
Gerstein, J	Adjunct Faculty	\$4,541	0.00		0	
Gibson, D	Adjunct Faculty	\$5,610	0.00	\$0	0	
Grey-Dove, T	Adjunct Faculty	\$4,541	0.01	\$227	3	
Hall, K. D	Adjunct Faculty	\$4,541	0.01	\$454	6	
Kaiser, L	Adjunct Faculty	\$2,788	0.00	\$0	0	
Letourneau, T	Adjunct Faculty	\$4,541	0.02	\$681	9	
Randall, A	Adjunct Faculty	\$4,541	0.00	\$0	0	
Thompson, J	Adjunct Faculty	\$5,610	0.00	\$0	0	0.00
						<u> </u>
	SUBTOTALS	Tenure-Tr Fac	2.38	\$144,261		
	7	Clinical Faculty	0.11	\$6,429		
	1	Adjunct Faculty	0.04	\$1,362		
		TOTALS		\$152,052	420	17.50

Section 6.a Ins	tructional Staff Expendit	ures				
Year 3						
						FTE
		Annual	FTE		Projected	Students (24
		Academic Year	Assignment to	Program	Student	credits per
Name	Position and Rank	Salary	This Program	Salary	Credits	FTE)
Baek, Y K	Professor, Full	\$78,030	0.15	\$11,705	20	/
Dawley, L	Professor, Full	\$78,966	0.26	\$20,531	56	
Hsu, Y-C	Professor, Assistant	\$55,141	0.24	\$13,234	39	
Hung, A	Professor, Associate	\$55,661	0.26	\$14,472	34	
Perkins, R	Professor, Associate	\$55,661	0.37	\$20,595	84	
Rice, K	Professor, Associate	\$63,886	0.15	\$9,583	12	
Schroeder, B	Clinical Faculty	\$59,615	0.13	\$7,750	36	
Snelson, C	Professor, Associate	\$60,628	0.26	\$15,763	48	
Wyzard, C	Professor, Full	\$67,512	0.26	\$17,553	52	
Yang, D	Professor, Assistant	\$55,141	0.26	\$14,337	48	
TBA	Professor, Assistant	\$55,141	0.29	\$15,991	57	
		Per Course Sal	Equiv FTE	Prog Cost		
Flannelly, S	Adjunct Faculty	\$4,632	0.00	\$0	0	0.00
Freed, J	Adjunct Faculty	\$4,632	0.03	\$1,158	15	
Gerstein, J	Adjunct Faculty	\$4,632	0.02	\$926	12	
Gibson, D	Adjunct Faculty	\$5,722	0.00	\$0	0	
Grey-Dove, T	Adjunct Faculty	\$4,632	0.01	\$232	3	
Hall, K. D	Adjunct Faculty	\$4,632	0.01	\$463	6	
Kaiser, L	Adjunct Faculty	\$2,843	0.02	\$427	9	
Letourneau, T	Adjunct Faculty	\$4,632	0.02	\$695	9	
Randall, A	Adjunct Faculty	\$4,632	0.02	\$695	9	
Thompson, J	Adjunct Faculty	\$5,722	0.00	\$0	0	
	SUDTOTALS	Topuro Tr E	2.50	\$152762		
	SUBTOTALS	Tenure-Tr Fac	2.50	\$153,763		
	-	Clinical Faculty	0.13	\$7,750		
		Adjunct Faculty TOTALS	0.13 2.76	\$4,595 \$166,108	549	22.88

Section 6a. Administra	ative Support Personnel Expenditures				
Year 1	T T				
			FTE		PerCent of
		Annual Rate	Assignment to	Program	Salary to
Name	Position	(12-month)	This Program	Salary	Program
Blakeslee, Kathie	Administrative Assistant	\$ 28,620	0.05	\$1,431	5.0%
Branson, Kellie	Manager, Student Outreach Services	\$ 52,000	0.05	\$2,600	5.0%
Capps, Joan	Administrative Assistant	\$ 25,000	0.05	\$1,250	5.0%
Castelin, Paul	Post-Admission Advisory Coordinator	\$ 41,932	0.00	\$0	
Conner, Dixie	Admissions Advisor	\$ 40,000	0.05	\$2,000	5.0%
Foster, Jerry	Program Admissions Coordinator	\$ 43,202	0.10	\$4,320	10.0%
Kringen, Elizabeth	Technical Records Specialist	\$ 24,000	0.05	\$1,200	5.0%
TBA	Graphic/Instructional Designer	\$ 45,000	0.05	\$2,250	5.0%
		Year 1 Totals	0.40	\$15,051	
		Tour Trotuis	0.10	\$10,001	
Year 2					
Blakeslee, Kathie	Administrative Assistant	\$29,192	0.05	\$1,460	5.0%
Branson, Kellie	Manager, Student Outreach Services	\$53,040	0.05	\$2,652	5.0%
Capps, Joan	Administrative Assistant	\$25,500	0.10	\$2,550	10.0%
Castelin, Paul	Post-Admission Advisory Coordinator	\$42,771	0.05	\$2,139	5.0%
Conner, Dixie	Admissions Advisor	\$40,800	0.10	\$4,080	10.0%
Foster, Jerry	Program Admissions Coordinator	\$44,066	0.10	\$4,407	10.0%
Kringen, Elizabeth	Technical Records Specialist	\$24,480	0.10	\$2,448	10.0%
TBA	Graphic/Instructional Designer	\$45,900	0.10	\$4,590	10.0%
		Year 2 Totals	0.65	\$24,325	
Year 3					
Blakeslee, Kathie	Administrative Assistant	\$29,776	0.05	\$1,489	5.0%
Branson, Kellie	Manager, Student Outreach Services	\$54,101	0.05	\$2,705	5.0%
Capps, Joan	Administrative Assistant	\$26,010	0.10	\$2,601	10.0%
Castelin, Paul	Post-Admission Advisory Coordinator	\$43,626		\$2,181	5.0%
Conner, Dixie	Admissions Advisor	\$41,616	0.10	\$4,162	10.0%
Foster, Jerry	Program Admissions Coordinator	\$44,947	0.10	\$4,495	10.0%
Kringen, Elizabeth	Technical Records Specialist	\$24,970	0.15	\$3,745	15.0%
TBA	Graphic/Instructional Designer	\$46,818	0.20	\$9,364	20.0%
		Year 3 Totals	0.80	\$30,742	

Year 1					
		Annual Contract	FTE Assignment to	Program	PerCent of Salary to
Name	Position and Rank	Salary	This Program	Salary	Program
Perkins, R	Graduate Prog Coord	\$53,500	0.20	\$10,700	20.0%
Rice, K	Chair	\$75,051	0.20	\$15,010	20.0%
Wyzard, C	Associate Chair	\$72,100	0.05	\$3,605	5.0%
		Year 1 Subtotals	0.45	\$29,315	45.0%
Year 2					
Perkins, R	Graduate Prog Coord	\$54,570	0.20	\$10,914	20.0%
Rice, K	Chair	\$76,552	0.20	\$15,310	20.0%
Wyzard, C	Associate Chair	\$73,542	0.05	\$3,677	5.0%

I cal 5					
Perkins, R	Graduate Prog Coord	\$55,661	0.20	\$11,132	20.0%
Rice, K	Chair	\$78,083	0.20	\$15,617	20.0%
Wyzard, C	Associate Chair	\$75,013	0.05	\$3,751	5.0%
		Year 3 Subtotals	0.45	\$30,500	45.0%

APPENDIX A: External review report

Site Visit Report

Reviewing the proposal for Doctor of Education in Educational Technology College of Education, Department of Educational Technology Boise State University Boise, Idaho

Site visited occurred May 9-11, 2011

Site Visit Team: Dr. Sharon Smaldino, Northern Illinois University Dr. Linda Polin, Pepperdine University

> FINAL REPORT May 11, 2011

Executive Summary

After visiting with the program and college faculty, university administration, and students, we find the proposed program to be well designed, well documented, well resourced, carefully researched, and thoughtfully constructed. We offer several suggestions to improve implementation. We recognize the strength the program derives from the existing successful masters which lays the groundwork for a potential high-quality doctoral program. None of the recommendations offered herein preclude our endorsement of the program and its readiness to move forward in the process.

II. Background and Mission

Nature of the Request

This request is for a new doctoral program in the College of Education at Boise State University that will be offered online and lead to the degree of Doctor of Education (Ed.D.) in Educational Technology. The proposed program builds on many years of experience delivering both thesis-based and professional master's programs online through the Department of Educational Technology. These master's programs (Master of Educational Technology, and Master of Science in Educational Technology) and three associated graduate certificates provide advanced studies in the application of teaching and learning technologies. Areas of particular focus will include online teaching and learning, technology integration, academic technology leadership, innovative teaching in K-12 and higher education, educational software/web or mobile applications development, and educational games and simulations.

Because Boise State University already offers an Ed.D. program, the proposed program is unlikely to constitute a substantive change for the university as defined by Northwest Commission on Colleges and Universities (NWCCU) criteria. However, it is the NWCCU staff that makes the final determination of whether the creation of a particular program is a substantive change or merely a minor change. Once the program receives approval from the SBOE, Boise State University will follow standard protocol by sending a letter to the NWCCU describing the program, appending the approved full proposal, and requesting a decision regarding the proposed program. In the event that the NWCCU deems the creation of the program to be a substantive change, Boise State University will then prepare and submit the appropriate Substantive Change Proposal.

Justification of Need

The proposed Ed.D. program in educational technology was developed in response to numerous requests from prospective students for an online doctoral program that generally examines the use of current and emerging technologies for effective and efficient teaching and learning in a dynamic, global society.

We believe that the doctorate is the logical conclusion of the Masters, especially enabling students to take a leadership role in site-based technology applications and integration to support K-20 learning outcomes.

III. Section by Section Review of the Proposal

1. Describe the Nature of the Request

This proposal has been developed in response to high demand from current students, Masters alumni, and prospective students for a completely "online doctoral program that examines the use of current and emerging technologies for efficient and effective teaching and learning in a dynamic global society." They have recognized that current and recent students are looking for a doctoral degree to continue their educational technology studies. They have engaged in dialogue with those students about needs. This degree, as proposed, is designed to support practitioners in education, K-20, as opposed to a Ph.D. focused on academic research.

2. Quality of the Proposed Program

Regional Institutional Accreditation: This proposal continues the vision of the Boise State University toward advancing its mission to become a premier urban research institution by expanding doctoral offerings.

Specialized Accreditation: The College of Education is an NCATE accredited college, re-accredited in 2010. The proposed program has mapped its curriculum to two Specialized Program Areas: Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE). They are also making use of *Quality Matters* as a touchstone for evaluation of online courses.

Program Review: There are plans for a five-year review process; however, we recommend an ongoing formative annual review of course content, student learning outcomes, program learning objectives, and procedures.

Graduate College: The proposal is clearly aligned with policies and procedures of the College of Education and the Graduate College regarding degree, certification, faculty governance. Department Processes: Annual student evaluations and course evaluations are conducted. They have an ongoing evaluation of curriculum relative to state, national, and industry standards.

a. Curriculum

They have successfully completed the curriculum process for approval of new doctoral level courses for the core and research sections of the program.

Questions:

There are four research courses listed in the curriculum that appear to be the research electives (662, 663, 671, 672). How frequently will these be offered in the sequence for an online program? Are there alternative doctoral level electives students might take advantage of in other programs? Are there prerequisites for the research elective?

In the area of electives, we wonder how are electives selected and what advising procedures will be in place to address students' selections.

Recommendations:

For the cognate, we recommend the program establish a menu of complimentary courses as areas of emphasis, e.g. leadership, or change, to support a cohesive experience relevant to career goals, and to ease scheduling matters. We also encourage collaboration with other program areas, e.g., CIFS, which we realize necessitates the transition of course delivery to an online format but which we believe further strengthens both programs.

For the Innovation Internship, we recommend the program continue its work with partners to establish opportunities for student development and faculty research.

For electives, we recommend faculty work collaboratively with colleagues in other programs to expand the offerings beyond "educational technology" courses.

We recommend that the faculty revisit the existing core to integrate multicultural issues relevant to national diversity, e.g., cultural, linguistic, economic, ethnic, urban/rural, among others. The current Global and Cultural Perspectives course only references issues outside the United States.

b. Faculty

The proposed program faculty offers an impressive array of expertise. We are somewhat concerned that five assistant professors will need to be mentored and supported in their quest for promotion and tenure, e.g., in balancing load, research opportunities, and program responsibilities.

c. Students

We commend the clearly described target population for the program. We note the absence of articulated criteria for admission to the program.

d. Infrastructure Support

Personnel. Faculty listed are appropriate to the program curriculum. Staff are in place and have experience with distance students. We commend the single point of contact for distance students and streamlined workflow for paperwork. The Writing Center already operates to support online students. We recommend the expansion of statistical support for the additional doctoral level studies. It may be this additional support can be shared across other departments and programs.

Graduate Assistants. The program will be able to make use of the existing structure for supporting graduate assistants.

Library. The BSU Albertsons Library is already organized to support students across multiple time zones and countries with online resources and assistance and inter-library loan. The program budget includes sufficient support to expand holdings and services to the doctoral program.

Equipment. We recognize the department is self-sufficient in supporting technology equipment and services, however we recommend exploration of college and university level technology support. This has three advantages: to standardize technology infrastructures, find support for new technologies, leverage university resources allowing faculty to focus on program matters.

e. Future Plans

We commend the self-support status of the proposed plan, built upon the successful self-support strategy of the masters. However, given the vagaries of the current economic environment, we recommend the program establish and maintain a "rainy day" reserve based on a strong, clearly articulated rationale for this reserve.

3. Duplication

In examining the differences in the nature of the program, the differences in content, and mode of delivery, we commend the due diligence shown in the proposal's investigation of state and regional competitors. We find the proposed program a realistic offering in the context of this setting. It is represented as the only online doctoral degree available in the region in education technology.

4. Centrality

We note the proposed program aligns with BSU Central Institutional Role and Mission to function as a comprehensive urban institution serving a diverse population in Idaho. It expands the variety of programs and incorporates a variety of delivery methods to address the public responsibility of the university.

The proposed program clearly enhances the department's efforts to align its plan with the ten goals of the BSU strategic mission, "Charting the Course."

We commend the response to **educational needs of the region**.

We recognize the strength of **partnerships and outreach**, and recommend the establishment of an EdTech Advisory Board serving both the existing masters and proposed doctoral programs.

We encourage consideration of the **teaching and research opportunities** presented through partnerships and collaborations with external partners. It is important to ensure that new, untenured, faculty capitalize on research opportunities in these settings.

We commend the global perspective included in the core courses of the program, and have recommended attention to **diverse communities** within the nation as well (linguistic, economic, ethnic, cultural).

The department has an existing exemplary **student-centered support** structure and is well aware of the special needs of distance students. We recommend the establishment of a policy or procedure for dealing with students who present academic and professional concerns.

The existing masters program has demonstrated **responsiveness to change** in educational practice. The proposed doctoral program includes flexibility in the curriculum sufficient to be responsive to changing technologies and policies in education.

We recommend consideration of extending the **diversity of the incoming student body** to better reflect the diversity of the nation since the program serves not just the region, but the nation and the world.

To **recruit and retain academically prepared faculty** we recommend careful attention to the support and mentoring needs of assistant level professors with regard to research, sponsored funding, and advancement of teaching skills.

We commend the department for its existing **fiscal resources** of a self-support budgeting structure, and have suggested elsewhere in this report that the department consider ways to leverage their funds, e.g., by integrating technology services with the university/college and establishing a reserve fund.

The motivation of the faculty is to build and extend an **attractive and accessible online environment**, e.g., in Second Life.

5. Demand

a. Needs Assessment. The proposal committee conducted a survey of existing students, examined Idaho Department of Labor areas of employment potential, compiled information from inquiries of

prospective students, and enumerated benefits to the state and region. They concluded it was appropriate to establish an online doctoral degree in educational technology to meet these needs.

b. Students. The proposed program targets mid-career professionals seeking part-time online advanced study. They have considered the capacity for the program under proposed conditions and have set a reasonable enrollment cap.

c. Expansion or Extension. The program builds upon a successful, nationally recognized masters program and offers a logical extension in through the doctoral program.

6. Resources

The proposed appears to have adequate resources for operations over the proposed three-year period.

IV Summary, Commendations, and Recommendations

A. The visiting team met with several university groups.

Interim Provost and Vice President of Academic Affairs and Associate Dean for the College of Education expressed support and enthusiasm for the proposed program.

Deans of the College of Education, Extended Studies, Library, and Graduate College; and the Vice Provost of Academic Planning acknowledged their readiness to support the proposed doctoral program with necessary resources from across the university.

College of Education CIFS Program Faculty expressed support for the proposed program and expressed interest in collaborating in course offerings and creating doctoral level policies and procedures, and serving on doctoral dissertation committees.

Program Faculty and Staff were enthusiastic, and appeared to have all collaborated in the development of the proposal. They recognized the nature of start-up ventures and were preparing to deal with contingencies.

External Partners included the Idaho Virtual Academy, State Department representatives from the Educational Technology Department, and the Connections Academy, a public charter school organization serving Idaho. Partners all expressed excitement and support and contributed suggestions and ideas for the internship and research opportunities. Partners discussed interest in serving in an advisory capacity to the program.

Current students, alumni, and prospective students met both face to face and virtually as a group to describe their interest and motivation for advanced study in educational technology. Most said they would be unable to participate in doctoral study unless it was available as an online option. When queried about their prior program experiences, the current and recent graduates of the masters program described deep intellectual engagement, and satisfaction with coursework and faculty support.

- **B.** Commendations
- 1. Close alignment of proposed degree with University, College, and Department goals.
- 2. Broad and deep university support for the proposed program.
- 3. Clear evidence of student demand.
- 4. Strong self-support fiscal plan.

- 5. Extensive history of successful online masters program.
- 6. Quality faculty with relevant experience and diverse expertise.

7. Initiation and support of a Graduate Student Association to extend the connections among students and with the institution.

- C. Recommendations
- 1. Develop an external advisory committee for the edtech programs.

2. Develop a doctoral committee to align policies and procedures across doctoral programs in the College of Education.

- 3. Develop and elaborate plans for electives and cognate courses to ensure cohesiveness.
- 4. Ensure support for new faculty for tenure and promotion.
- 5. Define a set of admission criteria for the program.

6. Consider university and college role in supporting technology infrastructure for the program.

7. Establish and maintain a fiscal reserve to ensure the sustainability of the program in the face of economic strain.

Final Conclusion

None of the recommendations preclude our endorsement of the program and its readiness to move forward in the process.

APPENDIX B:

Department Response to External review report

Response

to

Site Visit Report

Reviewing the proposal for Doctor of Education in Educational Technology

Department of Educational Technology College of Education Boise State University Boise, Idaho

Site visited occurred May 9 - 11, 2011

Site Visit Team: Dr. Sharon Smaldino, Northern Illinois University Dr. Linda Polin, Pepperdine University

RESPONSE by the Department of Educational Technology

June 2, 2011

Summary of Responses for the External Review

The final conclusion of the reviewers was: "None of the recommendations preclude our endorsement of the program and its readiness to move forward in the process." What follows is a summary of our responses to specific concerns enumerated by the external review committee. The narrative of the responses is found in pertinent areas of the full review report.

- 1. "Develop an external advisory committee for the edtech programs." *Response:*
 - We will maintain current partnerships with state, national, and international agencies or organizations that have an educational technology focus.
 - An advisory committee composed of approximately six members representing our various partners will be established. One student will also serve on the panel.
 - The advisory panel's primary role will be to offer feedback and guidance about program considerations, as well as to help create authentic experiences for our students in the internship and dissertation experiences.
- 2. "Develop a doctoral committee to align policies and procedures across doctoral programs in the College of Education."

Response:

- A doctoral committee will be established; it will have at least two members besides the committee chairperson.
- The primary purpose of the committee will be to align policies and procedures across doctoral programs in the College of Education.
- 3. "Develop and elaborate plans for electives and cognate courses to ensure cohesiveness." *Response:*
 - The sequence of elective and cognate courses will be carefully planned before students matriculate into the doctoral program.
 - Students will plan cognate and elective courses with their advisor.
 - The transfer of external courses will be reviewed by the graduate program coordinator.
 - We will work with other departments to ensure efficiency (ex., cross-listing of courses)
- 4. "Ensure support for new faculty for tenure and promotion." *Response:*
 - All faculty members in the department will be mentored by a more senior faculty member within the college with respect to doctoral student advisement.
 - Changes to workload expectations will be commensurate with faculty responsibilities related to scholarly production, teaching/advising, and service.
 - An annual review of all faculty by the chair and associate chair helps to ensure progress toward promotion.
- 5. "Define a set of admission criteria for the program." *Response:*
 - A draft of the Doctoral Student Handbook is in development (to be finalized by early Fall 2011).
 - The handbook will include a set of admission criteria which will be based on existing criteria of the Graduate College and the Ed.D. program in Curriculum, Instruction, and Foundational Studies (CIFS).

- Criteria will include minimum scores on the standardized tests, an entry essay, evidence of writing scholarship, strong external recommendations, and possibly an interview (conducted at a distance).
- 6. "Consider university and college role in supporting technology infrastructure for the program." *Response:*
 - The department has a good working relationship with college and university-level technology support personnel.
 - We are committed to looking for the greatest efficacy and efficiency in technology infrastructure. At times this means working within the university, and at others it means outsourcing services.
 - Departmental-level servers (for storing student work) are maintained in part by college tech staff.
- "Establish and maintain a fiscal reserve to ensure the sustainability of the program in the face of economic strain."

Response:

- The department currently holds 10% of its overall revenue in reserve; carryforward fluctuates annually in relation to revenues and expenses
- The amount held in reserve provides a base to cover the cost of employee contracts in the event of a decline in enrollment in any given fiscal year.
- We conduct a regular examination of program obligations, seeking to ensure that all aspects of the department's financial considerations align with needs.

Executive Summary

After visiting with the program and college faculty, university administration, and students, we find the proposed program to be well designed, well documented, well resourced, carefully researched, and thoughtfully constructed. We offer several suggestions to improve implementation. We recognize the strength the program derives from the existing successful masters which lays the groundwork for a potential high-quality doctoral program. None of the recommendations offered herein preclude our endorsement of the program and its readiness to move forward in the process.

Response:

The faculty and staff of the Department of Educational Technology at Boise State University (hereafter referred to as EdTech) would like to begin our response section by first stating our gratitude for the open, honest, and collegial nature of the external reviewers. Dr. Polin and Dr. Smaldino listened well, asked important questions, and shared valuable insights from their own doctoral programs and others of which they are aware. The process of the external review helped give our department confidence going forward, but also presented us with critical considerations. We thank them for their work.

We address the reviewers' recommendations, suggestions, and concerns below the sections in which they appear. Such issues have been underlined, and all of our own responses, like these two paragraphs, will be indented and italicized. Our responses are also numbered for ease of reference.

II. Background and Mission

Nature of the Request

This request is for a new doctoral program in the College of Education at Boise State University that will be offered online and lead to the degree of Doctor of Education (Ed.D.) in Educational Technology. The proposed program builds on many years of experience delivering both thesis-based and professional master's programs online through the Department of Educational Technology. These master's programs (Master of Educational Technology, and Master of Science in Educational Technology) and three associated graduate certificates provide advanced studies in the application of teaching and learning technologies. Areas of particular focus will include online teaching and learning, technology integration, academic technology leadership, innovative teaching in K-12 and higher education, educational software/web or mobile applications development, and educational games and simulations.

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Program Review: There are plans for a five-year review process; <u>however</u>, we recommend an ongoing formative annual review of course content, student learning outcomes, program learning objectives, and procedures.

Response:

- The EdTech program currently uses an annual strategic planning consisting of a department day-long meeting at the beginning of each semester to review programmatic data including, but not limited to, course evaluations, graduate surveys, and graduation and enrollment data. Program goals and objectives are established, area of responsibilities and timelines are assigned. We also recently completed a program review, creating a curriculum matrix that drives our programmatic outcomes.
- Starting with the faculty retreat in August 2011, EdTech will form a departmental doctoral committee that will serve the purpose of oversight of the Ed.D. program, as well as to develop policy recommendations that will be put before the faculty as a whole. Doctoral committee members will work alongside the already existing Curriculum Committee to ensure review of course content, and learning objectives and outcomes.

Graduate College: The proposal is clearly aligned with policies and procedures of the College of Education and the Graduate College regarding degree, certification, faculty governance.

Department Processes: Annual student evaluations and course evaluations are conducted. They have an ongoing evaluation of curriculum relative to state, national, and industry standards.

a. Curriculum

They have successfully completed the curriculum process for approval of new doctoral level courses for the core and research sections of the program.

Questions:

There are four research courses listed in the curriculum that appear to be the research electives (662, 663, 671, 672). How frequently will these be offered in the sequence for an online program? Are there alternative doctoral level electives students might take advantage of in other programs? Are there prerequisites for the research elective?

Response:

- We absolutely agree that the sequence of courses is important. Given our many years of experience with the master's degree program, and because we are a self-support program that must judiciously plan all of its offerings, we recognize the need for careful and strategic course planning. The timing of our course offerings will be clearly articulated well in advance of the start of the Ed.D.
- All electives will be selected as a student consults with his or her advisor. Should other departments within the College of Education offer online courses (e.g., Literacy, or Special Education), students are of course free to take them. Doctoral students will be made aware of electives offered through other departments at the university (e.g., Instructional Technology & Performance). Students are able to take courses offered at other universities that can serve as either electives or as replacements for mandated courses (if approved by the doctoral program committee). However, the transfer of these credits will be subject to the established policy of the Graduate College, which allows the transfer of no more than 1/3 of total credits.
- The proposed Ed.D. curriculum as approved by the Graduate College Curriculum Committee lists the prerequisites for required research courses. The prerequisites will not be explained here to avoid redundancy, but we do expect the required research courses to build upon one another that leads a student toward an appropriate level of expertise in quantitative and qualitative data collection, analysis, and reporting. Thus, a number of prerequisites are in place to ensure this.

In the area of electives, we wonder how are electives selected and what advising procedures will be in place to address students' selections.

Response:

• We concur that careful advising guidelines are needed as they relate to a host of issues, including the development of the student's plan of study. EdTech already has in place for both master's degree a document known as the "Program Development Form" (PDF). This form, which is completed, prior to admission clearly establishes the courses to be taken and when. The PDF is not a document that "locks" a student in to a certain sequence, but provides a basis for advising as she or he goes along. All advising procedures have not at this point (Spring 2011) been fully established, but will be addressed in fall 2011, ahead of any student enrollments.

Recommendations:

For the cognate, we recommend the program establish a menu of complimentary courses as areas of emphasis, e.g. leadership, or change, to support a cohesive experience relevant to career goals, and to ease scheduling matters. We also encourage collaboration with other program areas, e.g., CIFS, which we realize necessitates the transition of course delivery to an online format but which we believe further strengthens both programs.

Response:

- A "menu" approach to the cognate (area of emphasis) is a point well taken. We in fact do this now with our graduate certificate offerings, which each have a specific three course sequence. The EdTech faculty will take this recommendation into consideration during its fall 2011 retreat; it is likely to adopt some version of it due to our experience with the certificates. We are very strongly committed to ensuring that all program experiences are closely aligned to student career goals, and will therefore strive to provide them with the options they need to become expert practitioners in the field. As noted previously, we are aware of scheduling concerns and the note by the reviewers serves as a good reminder to address the issue in these terms.
- As other departments in the College of Education begin to offer online versions of courses such as Literacy and Special Education, we have started cross-listing them as electives in our current Master's program. Many of our colleagues in the Department of Curriculum, Instruction, and Foundational Studies (CIFS) have been encouraging through the process of this proposal. Some have expressed an interest in teaching courses online. Any who endeavor to create web-based courses will find support

from within EdTech to the degree we can offer it, but they also have a number of people within the university's Center for Teaching and Learning, as well as its Office of Academic Technologies and Office of Distance Education to support the transformation and/or development of any online courses. We look forward to working with any CIFS colleagues who wish to explore this opportunity not only for the purpose of extending course offerings to our students, but to broaden their own outreach as well.

For the Innovation Internship, we recommend the program continue its work with partners to establish opportunities for student development and faculty research.

Response:

• We strongly agree with this recommendation. EdTech has every intention of continuing our strong partnerships with local (e.g., Idaho Digital Learning Academy, IETA, State Dept. of Education and others), national (International Association of K12 Online Learning), and international (Association of Educational Communications & Technology, International Society for Technology in Education, National University of Tainan, Korea National University of Education) organizations. As the Ed.D. program develops, we will look at those partnerships as a way to provide both students and faculty with opportunities for development and research.

For electives, we recommend faculty work collaboratively with colleagues in other programs to expand the offerings beyond "educational technology" courses.

Response:

• We concur with this recommendation. We address this issue in response #3.

We recommend that the faculty revisit the existing core to integrate multicultural issues relevant to national diversity, e.g., cultural, linguistic, economic, ethnic, urban/rural, among others. The current Global and Cultural Perspectives course only references issues outside the United States.

Response:

• This recommendation is duly noted. EdTech is one of the most diverse group of faculty and students on campus, and this should be fully reflected throughout our curriculum. The department is fully committed to issues of equality and justice and we try to express this, as appropriate, in all of the courses we teach. The full curriculum for this particular course has not yet been developed. When it is, the designer will ensure that local and national issues are addressed. Other core courses in the Ed.D. program besides the one mentioned (EDTECH 603) will integrate issues related to diversity and multiculturalism as impacted, influenced, and ameliorated by educational technologies.

b. Faculty

The proposed program faculty offers an impressive array of expertise. <u>We are somewhat concerned that five</u> assistant professors will need to be mentored and supported in their quest for promotion and tenure, e.g., in balancing load, research opportunities, and program responsibilities.

Response:

- We share the same concern as the reviewers as it relates to mentoring and balancing the work load of those tenure-track professors who are seeking promotion and tenure.
- As Boise State itself moves from a "teaching institution" toward one with a higher research profile, this concern is felt throughout the College of Education and by others at the university. How the concerns are addresses, at least at the department level, depends a good deal on a commitment by the doctoral committee and departmental leadership to ensure that policies and expectations align with the goal of helping faculty succeed at many levels.
- We would like to note that should the Ed.D. program begin in Fall 2012, and provided that two members currently seeking tenure achieve it in Spring 2012, there would be only two assistant professors in the program. The third professor, who has yet to be hired, may well be brought in at the

associate level given departmental needs and recognizing that experienced personnel are needed. At the time the new program begins, full-time faculty in the department will include three full professors, four associate professors, two assistant professors, a visiting professor, a clinical professor and a special lecturer (and a number of very qualified adjuncts who teach in the master's degree programs).

c. Students

We commend the clearly described target population for the program. We note the absence of articulated criteria for admission to the program.

Response:

• The materials used by the reviewers in Spring 2011 did not include documents currently in draft form. Among these is the "Ed.D. in Educational Technology Handbook." An entire section of the handbook articulates the criteria for admission. In brief, there are two parts. Part One is the application to the Graduate College, which follows current policy. Part Two is the application to the department (which can be done concurrently). As with the current Ed.D. offered by the College of Education, the departmental application requires students to complete a letter of application, provide documentation of her or his ability to write a scholarly piece, and provide external references. The exact nature of the departmental application, and procedures for selecting students, have yet to be confirmed. All such materials will be developed by the department's doctoral committee, discussed and voted on by the EdTech faculty, and presented to the College doctoral committee for advice and input. As with other aspects of the program, these admissions criteria and procedures will be developed and confirmed well in advance of the start of the program.

d. Infrastructure Support

Personnel. Faculty listed are appropriate to the program curriculum. Staff are in place and have experience with distance students. We commend the single point of contact for distance students and streamlined workflow for paperwork. The Writing Center already operates to support online students. <u>We recommend the expansion of statistical support for the additional doctoral level studies</u>. It may be this additional support can be shared across other departments and programs.

Response:

• We fully support the recommendation to expand advising for research – both for quantitative studies, as well as for qualitative inquiry. Careful academic investigation absolutely requires the advice and critical feedback by established experts. The department has a number of faculty who can advise in this manner (for example, one new faculty member has for many years worked with a national statistical institute in South Korea, another has a graduate certificate in statistical analysis, and a third is recognized expert in the field of data mining and quantitative analysis). However, these faculty have their own advisees and due to other research, teaching, and service obligations will not be able to advise everyone. Therefore, in agreement with the reviewers, we would very much like to see college or university-wide support structure in place not only for the benefit of our students, but all students involved in research at Boise State. Due to the distributed nature of our program, one distinct possibility is to hire adjunct faculty who are experts in this field who live elsewhere and who interact with students at a distance. One can well imagine an expert in phenomenological researcher living in Louisiana who is contracted with the university on a "retainer," and who provides service for a certain number of hours per semester.

Graduate Assistants. The program will be able to make use of the existing structure for supporting graduate assistants.

Library. The BSU Albertsons Library is already organized to support students across multiple time zones and countries with online resources and assistance and inter-library loan. The program budget includes sufficient

support to expand holdings and services to the doctoral program.

Equipment. We recognize the department is self-sufficient in supporting technology equipment and services, however we recommend exploration of college and university level technology support. This has three advantages: to standardize technology infrastructures, find support for new technologies, leverage university resources allowing faculty to focus on program matters.

Response:

• We concur. Our plan is to look for efficiencies across the college and university with regard to technology use. There are times, however, when the department must use department specific tools, such as is the case with Moodle, our learning management system. Though the university pays for an annual license for BlackBoard, we have not found it to be flexible enough for the needs of students or faculty. Since it is imperative that we demonstrate "best practices" of distance education, we have to occasionally look outside the current support structure.

e. Future Plans

We commend the self-support status of the proposed plan, built upon the successful self-support strategy of the masters. However, given the vagaries of the current economic environment, we recommend the program establish and maintain a "rainy day" reserve based on a strong, clearly articulated rationale for this reserve.

Response:

• EDTECH currently holds approximately 10% of its overall revenue in reserve, with the overall amount of carryforward fluctuating annually in relation to revenues and expenses. This amount provides a base to cover the cost of employee contracts in the event of enrollment declines within any given fiscal year. It is critical that we do so for the "vagaries" noted by the reviewers. There are too many important aspects at stake if, for whatever reason, this was drawn down. As we examine program fees and costs, we will ensure that the reserve stays at its current level, and possibly look to increase it should circumstances dictate.

3. Duplication

In examining the differences in the nature of the program, the differences in content, and mode of delivery, we commend the due diligence shown in the proposal's investigation of state and regional competitors. We find the proposed program a realistic offering in the context of this setting. It is represented as the only online doctoral degree available in the region in education technology.

4. Centrality

We note the proposed program aligns with BSU Central Institutional Role and Mission to function as a comprehensive urban institution serving a diverse population in Idaho. It expands the variety of programs and incorporates a variety of delivery methods to address the public responsibility of the university.

The proposed program clearly enhances the department's efforts to align its plan with the ten goals of the BSU strategic mission, "Charting the Course."

We commend the response to educational needs of the region.

We recognize the strength of **partnerships and outreach**, and <u>recommend the establishment of an EdTech</u> Advisory Board serving both the existing masters and proposed doctoral programs.

Response:

• This recommendation is one that we will seriously explore. We already have strong partnerships (as noted in #8), but forming an advisory team from those organizations could certainly strengthen our ability to meet our programmatic goals. One immediate idea may be to simply draw together a group

of five to six people, to include those working at the state level, those involved in technology integration at the district level, administration from K12 online academies, national technology organizations, and partner universities to meet at least once yearly to discuss issues related to research, trends, and so on. It would also be useful to have a doctoral student serve on this panel.

We encourage consideration of the **teaching and research opportunities** presented through partnerships and collaborations with external partners. It is important to ensure that new, untenured, faculty capitalize on research opportunities in these settings.

Response:

• We agree. This has been addressed in responses #8, #17.

We commend the global perspective included in the core courses of the program, <u>and have recommended</u> <u>attention to **diverse communities** within the nation as well (linguistic, economic, ethnic, cultural).</u>

Response:

• We agree with this recommendation, and address it in #10

The department has an existing exemplary **student-centered support** structure and is well aware of the special needs of distance students. We recommend the establishment of a policy or procedure for dealing with students who present academic and professional concerns.

Response:

• We concur. The department currently follows the guidelines as provided in BSU Code of Conduct and BSU Values Statement with all employees and students These documents are also shared with students upon admission to the program, and students sign a form acknowledging receipt. Starting with the fall 2011 department retreat, the faculty will examine policies and procedures from various graduate programs that allow us to best support student development. The "disposition levels" as described by Dr. Smaldino is one very interesting possibility. The department is keen to share this conversation with the college doctoral committee, as we feel that a college-wide policy about how to deal with students of concern is most appropriate. The doctoral program coordinator with colleagues from other college departments and administrators on this initiative.

The existing masters program has demonstrated **responsiveness to change** in educational practice. The proposed doctoral program includes flexibility in the curriculum sufficient to be responsive to changing technologies and policies in education.

We recommend consideration of extending the **diversity of the incoming student body** to better reflect the diversity of the nation since the program serves not just the region, but the nation and the world.

Response:

• We agree with this recommendation. Currently, the students within the master's degree programs at Boise State are more diverse than the population of the campus. The distributed nature of the program allows us to recruit students from places not well served by a campus in Idaho. As an example, here is a comparison chart of student ethnicity between CIFS and EdTech. These data show percentages of the different ethnicities enrolled in graduate classes from Fall 2006 - Spring 2011. The data were retrieved from the BSU Data Warehouse.

ETHNICITY	CIFS	EDTECH
American Indian/Alaska Native	0.22%	0.20%
Asian	1.30%	1.77%
Black/African American	0.36%	0.91%
Hispanic/Latino	2.31%	2.70%
Native Hawaiian/Other Pacific Islander	0.18%	0.02%
No Race/Ethnicity Reported	24.66%	11.75%
Two or More Races	0.03%	0.00%
White	70.94%	82.66%

Additionally, our recent partnerships with National University of Tainan and Korea National University will continue development of our diverse student body.

To **recruit and retain academically prepared faculty** we recommend careful attention to the support and mentoring needs of assistant level professors with regard to research, sponsored funding, and advancement of teaching skills.

Response:

• We agree with this recommendation. The fall faculty workload planning process and the annual review process for all department faculty (conducted by either the chair or associate chair) serves as a summative review of work, but also a formative piece for helping give faculty the resources they need to extend teaching and research skills. A healthy level of research funding per year affords each faculty member with the ability to start pilot projects, buy research software, travel to professional conferences, and attend seminars.

We commend the department for its existing **fiscal resources** of a self-support budgeting structure, and have suggested elsewhere in this report that the department consider ways to leverage their funds, e.g., by integrating technology services with the university/college and establishing a reserve fund.

Response:

• We agree with this recommendation and address it in response #15 and #16

The motivation of the faculty is to build and extend an **attractive and accessible online environment**, e.g., in Second Life.

5. Demand

a. Needs Assessment. The proposal committee conducted a survey of existing students, examined Idaho Department of Labor areas of employment potential, compiled information from inquiries of prospective students, and enumerated benefits to the state and region. They concluded it was appropriate to establish an online doctoral degree in educational technology to meet these needs.

b. Students. The proposed program targets mid-career professionals seeking part-time online advanced study. They have considered the capacity for the program under proposed conditions and have set a reasonable enrollment cap.

c. Expansion or Extension. The program builds upon a successful, nationally recognized master's program and offers a logical extension in through the doctoral program.

6. Resources

The proposed appears to have adequate resources for operations over the proposed three-year period.

IV. Summary commendations and Recommendations

A. The visiting team met with several university groups.

Interim Provost and Vice President of Academic Affairs and Associate Dean for the College of Education expressed support and enthusiasm for the proposed program.

Deans of the College of Education, Extended Studies, Library, and Graduate College; and the Vice Provost of Academic Planning acknowledged their readiness to support the proposed doctoral program with necessary resources from across the university.

College of Education CIFS Program Faculty expressed support for the proposed program and expressed interest in collaborating in course offerings and creating doctoral level policies and procedures, and serving on doctoral dissertation committees.

Program Faculty and Staff were enthusiastic, and appeared to have all collaborated in the development of the proposal. They recognized the nature of start-up ventures and were preparing to deal with contingencies.

External Partners <u>included the Idaho Virtual Academy</u>, State Department representatives from the Educational Technology Department, and the Connections Academy, a public charter school organization serving Idaho. Partners all expressed excitement and support and contributed suggestions and ideas for the internship and research opportunities. Partners discussed interest in serving in an advisory capacity to the program.

Response:

• We wish to note that though we have a partnership with the Idaho Virtual Academy (IDVA, a public charter school that uses K12, Inc. curriculum), the reviewers actually met colleagues from the state-sponsored Idaho Digital Learning Academy (IDLA), with whom we have developed a close working relationship over many years. The names of these two distinctly separate organizations are frequently confused, even within Idaho.

Current students, alumni, and prospective students met both face to face and virtually as a group to describe their interest and motivation for advanced study in educational technology. Most said they would be unable to participate in doctoral study unless it was available as an online option. When queried about their prior program experiences, the current and recent graduates of the masters program described deep intellectual engagement, and satisfaction with coursework and faculty support.

B. Commendations

- 1. Close alignment of proposed degree with University, College, and Department goals.
- 2. Broad and deep university support for the proposed program.
- 3. Clear evidence of student demand.
- 4. Strong self-support fiscal plan.
- 5. Extensive history of successful online masters program.
- 6. Quality faculty with relevant experience and diverse expertise.

7. Initiation and support of a Graduate Student Association to extend the connections among students and with the institution.

C. Recommendations

Response: These are addressed at the beginning of this document

1. Develop an external advisory committee for the edtech programs.

2. Develop a doctoral committee to align policies and procedures across doctoral programs in the College of Education.

3. Develop and elaborate plans for electives and cognate courses to ensure cohesiveness.

4. Ensure support for new faculty for tenure and promotion.

5. Define a set of admission criteria for the program.

6. Consider university and college role in supporting technology infrastructure for the program.

7. Establish and maintain a fiscal reserve to ensure the sustainability of the program in the face of economic strain.

Final Conclusion

None of the recommendations preclude our endorsement of the program and its readiness to move forward in the process.

APPENDIX C Graduate Courses in Educational Technology

THIS DOCUMENT IS FOR INTERNAL USE BY EDTECH FACULTY, INSTRUCTORS, AND STAFF.

Boise State University, Department of Educational Technology

Curriculum Mapping Report

EDTECH Curriculum Committee 2010/2011

Chareen Snelson, Kerry Rice, Andy Hung, Yu-Chang Hsu, Dazhi Yang

Prepared Spring 2011

Updated: April 6

Table of Contents

Introduction and Goals	3
Broad Themes in the EDTECH Curriculum	4
AECT Standards Matrix	5
Course Assignments by Category	6
Technologies and Mastery Levels	9
Course Descriptions and Goals/Objectives	11
Current Special Topics Courses	. 19
Appendix: Example of a Reflection Assignment	21

The EDTECH Curriculum Committee developed the Curriculum Mapping Report to provide a summary of current content, assignments, and technologies taught within the program.

The primary goals of the curriculum mapping process centered on identification of:

- □ content themes found across the courses in the EDTECH program;
- □ how and where AECT standards are met across courses in the program;
- □ technologies taught within EDTECH courses and level of estimated mastery students should achieve;
- course objectives;
- possible gaps or areas of overlap in course content and implications of that discovery;
- potential need for new courses or updates to existing courses to improve the overall program.

The information synthesized within this report was obtained from:

- □ a curriculum survey completed online by instructors during the fall 2010 semester;
- analysis of course syllabi linked from the EDTECH website at: http://edtech.boisestate.edu/web/courses.htm;
- □ feedback obtained by EDTECH faculty (n February 2011) after reviewing the first draft of the report.

The remainder of the document contains a visual synthesis of the EDTECH Curriculum during the 2010/2011 academic year.

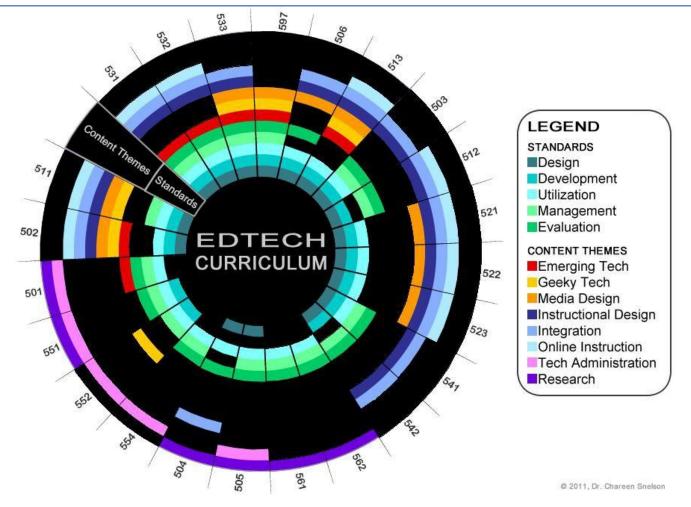
Acknowledgements

The EDTECH Curriculum Committee is appreciated and thanked for attending meetings, assisting with data synthesis, and providing feedback along the way. Additional thanks goes to the EDTECH faculty and instructors who supported this work by completing the curriculum survey and giving feedback on the first draft of the report.

EDTECH Curriculum Committee Dr. Chareen Snelson (Chair) Dr. Kerry Rice Dr. Andy Hung Dr. Yu-Chang Hsu Dr. Dazhi Yang

3

Broad Themes in the EDTECH Curriculum



About the EDTECH Curriculum Graphic

The graphic was created to provide a visual depiction of major standards and broad content themes found within the EDTECH curriculum. Color coding was used to illustrate trends. The legend provides the key to interpreting color meanings. Courses were arranged in clusters rather than in sequential order around the outer perimeter of the circle graphic. This was done to make content themes more apparent. The inner track of five blue/green rings illustrates how courses align to the AECT *Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs.* Black areas do not indicate gaps in the program. Some courses are more focused than others.

The content themes are contained in the eight outer rings of the circle diagram. These are broad areas of content designed to indicate general emphasis areas. Finer levels of detail are found on the following pages.

- 1. Emerging Tech: New technologies
- 2. Geeky Tech: Programming, networking, etc.
- 3. Media Design: Multimedia production
- 4. Instructional Design: Instructional Systems Design, Course, Unit, and Lesson planning
- 5. Integration: Instructional methodologies
- 6. Online Instruction: Courses emphasizing online pedagogy/andragogy
- 7. Tech Administration: Leadership and management

4

AECT Standards Matrix

EDTECH Courses Mapped to the *Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs (4th ed.)*. Association for Educational Communications and Technology (AECT). EDTECH 501 – 506 are core classes.

	501	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
STANDARD 1: DESIGN																						
1.1 Instructional Systems																						
Design (ISD)		x	x	x	x	х	x	х		x		x	x		х	х				x		
1.2 Message Design						x			х						x							
1.3 Instructional																						
Strategies		х	x	x		х		х		х	х	x	x	х	х	х	х					
1.4 Learner																						
Characteristics		х	х	х		х		х		х	х	х	х		х		х					
STANDARD 2:																						
DEVELOPMENT																						
2.1 Print Technologies		<u> </u>		<u> </u>	<u> </u>										х	х		х				
2.2 Audiovisual																						
Technologies						х	х		х	х	Х	х	х		х	х		X				
2.3 Computer-Based Technologies		v	v			v	v		v	v	v	×	X	v	v	v	v	v		×		
2.4 Integrated		X	X			Х	X		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		X		
Technologies		x	x			x	x	x	x	x		x	x		x	x	x	x	x	x		
STANDARD: UTILIZATION																						
3.1 Media Utilization 3.2 Diffusion of	Х				x	х	х		Х		Х		х	Х	х			х			х	х
Innovations	х			x	x					х					х					х	х	x
3.3 Implementation and	^			^	^					^					^					^	^	^
Institutionalization	х			x	x					х		х	x		х	х			x			
3.4 Policies and																						
Regulations	х	х	х		x					х		х			х	х		x	х	x		
STANDARD 4:																						
MANAGEMENT																						
4.1 Project Management	x				x			х					x				x	х		x	x	x
4.2 Resource																						
Management	х		ļ					х					x				<u> </u>	х			х	x
4.3 Delivery System																						
Management 4.4 Information	X							Х					х	Х	Х				Х		Х	x
4.4 Information Management	x						x						x			x		x			х	x
STANDARD 5:	~						~						~			~		~			~	A
EVALUATION																						
5.1 Problem Analysis	x			х	x	x								х		х	x				x	x
5.2 Criterion-Referenced																						
Measurement					x																	x
5.3 Formative and																						
Summative Evaluation	x			x	x			х					x		x	x	x	x		x	x	
5.4 Long-Range Planning	x				x															x		

Course Assignments by Category

This table contains general categories of assignments in EDTECH courses. EDTECH 501 – 506 are core classes.

	ГO1	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
	-		ĥ	4	0	റ	1	2	ω.		2	ω		2	ω	1	2	1	2	4	1	2
WRITING																						
Discussion Forums	x	x	x	x	x	x				x	x	x			x						х	x
Reflection	x		x	x	x	x	x	x	x	x	x		х	x	x	x		x	x		х	x
Learning Log	x									x					х							
Blogging	х					x			x				х									
Wiki Contributions				х								х										
Definition/Glossary	х				х																	х
Annotated Bibliography	х			x																	х	
Synthesis Paper	x			x																		
Learning Theory Paper				х										х								
Justification/Rationale						x										х						х
Summaries			x	x																		
Grant Writing																		x				
Proposal Writing					x		х											x				
Technical Writing (e.g., user manual)							x											x				
Letter Writing	х																					
Analysis Paper									x					х								
Thesis Proposal																					х	
TRENDS/ISSUES																						
Digital Divide/Equity	х																					
Netiquette		x																				
Accessibility		x																				
Universal Design						х																
Copyright/Plagiarism		x																				
Visual Literacy						х		х	x						х							
INSTRUCTIONAL DESIGN																						
Needs Assessment			х					x														
Learner Analysis			х					x														
Lesson Planning			х	x		х		x		x			х							х		
Unit Planning			х																			
Online Course								x														
Courseware Project							х															
ISD Project/Plan			x					x														
ASSESSMENT/																						
EVALUATION Evaluation Proposal for																						
Fictitious RFP					x																	
Evaluation Rubric: Create and Use					x															x		
			1		^		1		1	1	1					1		1		~		i

																<u> </u>		<u>.</u>				
	E 01	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
Product/Software Evaluation					x															x		
Formative/Summative					x			х														х
Lesson Evaluation												x								x		
INSTRUCTIONAL																						
STRATEGIES Concept Map/ Graphic																						
Organizer/Chart		x	x			х										x						x
Jigsaw	-	X		х																		
Virtual Field Trip		x																				
WebQuest		x																				
Scavenger Hunt		x																				
Project-Based Learning																	x					x
Timeline				х																		
Video Demonstrations																						x
Video Playlist Lessons Branching/Interactive Video									x						x x							
Presentation/Exhibit	x								х	x	x		x	x	x	x						
Games/Simulations														х	x							
Virtual World Instruction													x									
Mobile Learning		x																				
Digital Storytelling									х				x		x							
Podcasting/Vlogging									х						х							
Peer Review				x		x									x							
Group Collaboration	x								x	x			x									x
Shared Feeds/Docs	x																					
Webcast/Video Chat			1					1	1						x							
Chat			1				1	1	1		x											
Building/Modeling			1				1	1	1				x	x								
Web Design																						
Web Page		x					x	x	x									x				
MEDIA /DESIGN																						
Graphic Design			1			x	x	x	x													
Audio Production			1				x		x													
Video Production			1				x		x						x							
Screen Capture/Recording							x		x	x					x							
Presentation Media			1						x						x							
Interactive Media							x		x						x							
Animation			+				x		x						x							
	+				+		~		^		L	I		1	^		L	L	L			

7

																				••••		
	501	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
Tests/ Quizzes																						
Reading Quiz			х																			
Terminology Test					х																	
Final Exam																			х			
HARDWARE/ NETWORK																						
Networking Project																x			х			
Network Security																			х			
CISCO/CCNA Prep																			х			
TECH LEADERSHIP (COORDINATION)																						
Tech Use Planning	х																			х		
PROFESSIONAL/ CAREER																						
Staff Development Models	x																					
Design Inservice Training																				x		
Job Description			х																			

Technologies and Mastery Levels

The following table contains a list of technologies and programming/coding taught in EDTECH classes. Estimated mastery levels are based on the amount of emphasis or course time devoted to the technology or coding skill. EDTECH 501 – 506 are core classes.

COLOR CODE	ESTIMATED MASTERY LEVEL
	Introductory = technology is introduced
	Intermediate = substantial unit or portion of the course
	Advanced = large part of the course

	ы	б	б	5	5	сл	б	ы	ы	ы	сл	сл	G	б	ы	ы	СП	сл	G	5	5	СЛ
	501	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
WEB DESIGN/CODING																						
HTML/CSS		х							х													
ActionScript							х															
Linden Script														х								
Dreamweaver		х						х	х													
MEDIA																						
Audacity									х						х							
Fireworks		x				х		х														
Flash Pro							х															
PowerPoint/ Presentation Software	x								x					x	x							
Voice Thread	x								х	х				х						х		
QuickTime Pro									х													
Camtasia							x		х	х					х							
Jing										х					х							
Captivate							х															
Other Screen Recording Software									x	x			x		x							
Movie Maker															х							
iMovie															х							
Adobe Premiere Elements															x							
Other Video Editing															х							
Adobe Connect/Web Conferencing								x		x	x	x			x			x				
Skype											х									х		x
Instructor Videos					x						х			х	х							
MS OFFICE																						
Office 2010 or 2007						х										х		х			х	
VIRTUAL WORLDS																						
Second Life													х	х								
WEB 2.0 (cloud)																						

9

TAB 2 Page 60

	501	502	503	504	505	506	511	512	513	521	522	523	531	532	533	541	542	551	552	554	561	562
Google Docs	х		х	х	Х				х	х	х							х				
Google Spreadsheet									-											х		
Google Sites				Х					-									х				
Google Reader	х																					
EndNote Web																					x	
Zotero	х																				х	└───┤
CiteULike				х																		└───┤
XTimeline				х																		
Blog	1			х		х			х	х				х								
WordPress	х					х																
Wiki				х								х										
RSS	x								х													
YouTube		х							х					х	х							
Other Video-Sharing															х							
Twitter						х																
Facebook	х																					
Linked in																						
Social																						
Networks/Media Webspiration/ Google	х									Х		Х	Х									
Drawing			х																			
Quiz/Rubric																						
Generators																	Х					
LMS Moodle/Blackboard								V			×			v								
STATISTICAL								х			х			X								
SPSS																						х
HARDWARE																						~
Microphone														x	x							
Webcam														x	x							
Flip Camera															x							
Other Video Cam															x							
Mobile Device																						
Networking																			х			

ATTACHMENT 1

Course Descriptions and Goals/Objectives

EDTECH 501 - Introduction to Educational Technology

Overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research.

- □ define an element from the current definition of educational technology
- □ research current trends in educational technology
- compare Digital Divide to Digital Inequality
- evaluate your school's current technology environment
- examine, critique, and present elements of a technology use plan
- summarize major research findings and trends related to the use of technology in education to support integration of technology in the classroom or business
- □ identify and summarize three models of professional development
- analyze and synthesize research in educational technology
- outline a plan for your own Personal Learning Network (PLN) to assume a leadership role in the field of educational technology
- □ identify artifacts that align with course AECT Standards

EDTECH 502 - The Internet for Educators

Locate, retrieve, and evaluate information found on the Internet. Design and produce instructional Web pages using a combination of software and HTML/XHTML/CSS code. Apply appropriate instructional strategies and models to the design of digital curriculum.

- □ create Web pages using HTML authoring system
- □ develop Web pages using CSS templates
- □ create a default page for a website
- apply file management skills to maintain local and remote Web site files and folders
- write HTML, XHTML, and CSS code correctly so that it validates under W3C standards
- □ copy and paste code into a Web page
- □ write CSS to position Web page content
- □ write and apply an external CSS style sheet to multiple Web pages
- □ write and apply alternative style sheets
- □ create a navigation menu for multiple Web pages
- □ create graphics in the appropriate format for Web pages
- modify images using image editing software
- insert images correctly into Web pages
- □ create client-side image maps
- apply appropriate design principles to create professional looking websites
- □ create accessible Web pages for individuals with disabilities
- adhere to rules of netiquette when corresponding with others on the Internet
- identify and apply copyright and fair use guidelines for website development
- use Internet search tools to locate high-quality instructional content
- develop appropriate rules of netiquette for a specified group of learners
- develop a page of hot links to essential information about Web accessibility
- develop an Internet scavenger hunt learning activity that integrates Internet resources
- develop a Jigsaw cooperative learning activity that integrates Internet resources
- □ develop an online learning activity for mobile devices
- develop a WebQuest learning activity that integrates Internet resources

develop a virtual field trip learning activity that integrates multimedia an Internet resources

EDTECH 503 - Instructional Design

Focuses on systematic design of instruction and alternative models. Project required.

- Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
- □ Create and conduct various aspects of a front-end analysis
- □ Identify methods and materials for communicating subject matter that are contextually relevant
- Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
- □ Construct clear instructional goals and objectives
- Develop a motivational design for a specific instructional task
- Develop assessments that accurately measure performance objectives
- □ Select and implement instructional strategies for selected learning tasks
- Select appropriate media tools that support instructional design decisions
- Describe the rationale and processes associated with the formative evaluation of instructional products
- □ Carry out at least one type of formative evaluation
- □ Create a plan for remaining types of formative evaluation
- □ Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- □ Apply state and national content standards to the development of instructional products
- □ Meet selected professional standards developed by the Association for Educational Communications and Technology
- □ Use various technological tools for instructional and professional communication

EDTECH 504 - Theoretical Foundations of Educational Technology

Overview of classic and contemporary theories of learning and their applications in educational technology and emerging orientations; implications for practice. Prerequisite: EDTECH 501.

- □ Compare and contrast notions of past, present and future theories of educational technology
- Distinguish between the theoretical positions that underlie current approaches to educational technology
- Define and identify epistemological principles
- □ Identify major theoretical schools of thought
- Differentiate between epistemological beliefs and theoretical schools of thought
- Describe and account for the origins of major theories and their influence on educational technology
- Show how perceptions and approaches to educational technology have been influenced by prevailing educational theories
- Explain how systematic approaches to educational technology differ from traditional classroom-based approaches to teaching
- Contextualize emerging theories of learning within the framework of advancing technological innovations
- Apply educational technology theories to practical development contexts

EDTECH 505 - Evaluation for Educational Technologists

Procedures for evaluating educational programs, training systems, and emergent-technology applications. Prerequisite: EDTECH 501, EDTECH 503.

- Define a number of terms related to the field of evaluation and research and apply them to various projects
- Describe what is meant by evaluation and its role in educational technology
- Discuss the rationale for conducting an evaluation
- □ Identify the role of and audience for evaluation
- Describe an "Evaluator's Program Description" and the uses for one

12

- Describe similarities and differences between evaluation models, their components, and how they contrast with research models
- Discuss types and levels of data as well as data collection tools
- Discuss the issue of sampling as it applies to evaluation
- Describe the rationale for and the components of an evaluation report
- Select appropriate evaluation strategies and procedures for a given educational program or instructional product
- □ Successfully collaborate on various evaluation projects

EDTECH 506 - Graphic Design for Learning

Select, arrange, and design visual representations (e.g., text, graphics, tables) based on theories, models, and principles of visual literacy and graphic design.

- □ Apply principles of visual literacy to the design of instructional messages
- Select and apply principles of graphic design when developing instructional materials and presentations
- □ Select appropriate combinations of graphic and image representations to supplement text-based instruction.
- Develop instructional content that integrates multiple instructional messages to achieve identified learning goals
- Use image editing software (ie., Fireworks CS5) to create and modify images for digital and print formats

EDTECH 511 - Interactive Courseware Design

Learning the tools for development of instructional courseware, which is the graphic interface for delivery of online instruction. Development of functional and instructionally effective courseware. Prerequisite: EDTECH 502, 503, or instructor permission.

- □ Explore, categorize, and evaluate existing Flash projects
- Create basic Flash projects that incorporate animation, interaction, and multimedia elements
- Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues
- Design and develop an interactive instructional program using Flash

EDTECH 512 - Online Course Design

Emphasizes web-based instructional design for the development of online courses. Consideration is given to various models of online delivery, content organization and presentation, and graphic design. Course participants create a fully-developed online course. Prerequisite: EDTECH 502 or Instructor Permission.

- Identify learning theories and best practices as identified by research that support current approaches to effective online course design
- □ Identify five phases of web-based instructional design (WBID) model
- Apply five phases of web-based instructional design by creating an online course site consisting of a syllabus, a minimum of five modules, integrated learning activities and assessments, and implementation ready
- □ Identify principles of visual literacy
- □ Apply graphic design concepts and principles, and concepts of perception, in all materials design

EDTECH 513 - Multimedia

Research-based principles of multimedia learning are combined with technical skills of multimedia production to produce a series of digital multimedia projects for classroom and online applications.

- □ apply design principles which specify optimal conditions for learning
- demonstrate personal skill development using software applications of your choice

- apply principles of multimedia learning to the development of instructional messages specific to the learning task
- identify appropriate media to produce effective learning environments using technology resources
- □ create audio/video instructional materials which use computer-based technologies
- apply authoring tools to create effective hypermedia/multimedia instructional materials or products
- develop instructional materials and products for various distance education delivery technologies
- identify and apply copyright and fair use guidelines within practice

EDTECH 521 - Online Teaching in the K-12 Environment

Examines research-supported practices in online teaching and learning in the K-12 environment. Emphasizes online teaching tools, caseload management, learner engagement, and individualized instruction. Project required.

- develop an online community of learners
- demonstrate an understanding of various asynchronous and synchronous online teaching tools (i.e. threaded discussions, Breeze products, etc.)
- identify and summarize effective ways to manage the virtual student caseload
- demonstrate an understanding of various strategies for engaging learners in a virtual environment through reflective and hands-on activities
- demonstrate competency in data analysis techniques designed to assist in individualizing instruction
- □ Identify additional strategies to differentiate instruction (i.e. learning styles, adaptive/assistive technologies, pacing, supplemental activities and remediation.)
- create online learning activities that successfully engage learners and are appropriate to their grade level and content area
- develop and deliver asynchronous and synchronous lessons that use appropriate and effective multimedia design elements

EDTECH 522 - Online Teaching for Adult Learners

Emphasizes and ragogy and best practice in online teaching, analyzing online teaching tools, planning, facilitating, and assessing collaborative and interactive e-learning experiences, and gaining practical experience teaching online.

- Develop an online collaborative community with peers
- Learn basic models and theories of adult learning and clarify or begin to define a personal perspective
- □ Learn terminology and "best" (effective) practices of online teaching for adults
- Demonstrate an awareness of current trends, research, and standards in online teaching and learning
- Analyze the range of technologies available for online education and training, and identify key features and uses for distance learning
- Evaluate various online teaching and learning tools for potential use in their own instructional program
- Design online learning activities that successfully engage learners and are appropriate to their learners
- □ Gain real life experience teaching others online
- Successfully use administrative features of learning management systems
- □ Support the professional development of other educators in the area of online teaching

EDTECH 523 - Advanced Online Teaching

Emphasizes content-specific instructional strategies, methods, data analysis, and improved communication in online instruction. Experience with web-based video/audio communication tools recommended. Prerequisite: EDTECH 521 or 522. At the end of the course, each participant will be able to:

- □ Understand the significance of building community in online environments
- □ Identify and develop strategies for building community online
- Develop content specific instructional strategies for various asynchronous and synchronous online teaching tools (i.e. threaded discussions, Breeze products, etc.)

- Develop effective ways to manage the virtual student caseload
- □ Identify a theoretical basis for the development of effective teaching strategies for engaging learners in online environments
- □ Incorporate constructivist teaching strategies for engaging learners in a virtual environment
- Develop data analysis techniques designed to assist in individualizing instruction
- Develop additional strategies to differentiate instruction (i.e. learning styles, adaptive/assistive technologies, pacing, supplemental activities and remediation.)
- Create and deliver lessons suitable for asynchronous and synchronous delivery that use appropriate and effective multimedia design elements
- Develop strategies for involving, communicating, and connecting with diverse students and parents
- □ Identify leading recommendations, guidelines and standards for online environments

EDTECH 531 Teaching and Learning in Virtual Worlds

Explores teaching and learning in virtual worlds. Project-based design, facilitation, and evaluation of instruction, research, and other resources.*Weekly synchronous class meetings required in Second Life.

- □ Identify, analyze, and synthesize recent research in the use of virtual worlds for teaching and learning
- Explore in-world and out-of-world technologies and tools to support virtual teaching subject area resources in SL
- □ Understand pedagogical/andragogical techniques, and instructional models for virtual world teaching
- Understand methods of assessment and data collection in virtual worlds
- Design, implement, and evaluate virtual world instruction
- Reflect on weekly readings and assignments through in-world synchronous meetings and outworld discussions
- □ Contribute to the evolving social network of virtual world teachers

EDTECH 532 - Educational Games & Simulations

Explores the theory and implementation of educational games, simulations, and virtual environments for improved instructional engagement. Includes evaluation methods and socio-cultural implications. *Weekly synchronous class meetings required in Second Life.

- Demonstrate an awareness of current trends and research in educational gaming
- □ Analyze various social issues and factors associated with educational games and simulations
- □ Identify and evaluate games and simulations appropriate to various teaching and learning contexts
- □ Identify features of virtual worlds appropriate for teaching and learning
- Design educational gaming activities and/or applications that successfully engage learners and are appropriate to their discipline
- Support the professional development of other educators in the area of educational games and simulations
- Create a virtual world resource to support educational technologists, emphasizing educational gaming and simulations

EDTECH 533 - YouTube for Educators

Produce educational video for YouTube using digital video cameras and editing software. Design and develop appropriate instructional activities that integrate online video. Examine the benefits and controversial aspects of YouTube in the classroom.

- □ identify features of YouTube that are similar or different from traditional forms of educational film
- □ review scholarly literature written about YouTube
- create an Educator's YouTube channel
- □ customize the appearance of a YouTube channel
- use online search tools to locate video clips that are valuable for instruction
- □ collect video on YouTube through playlists, favorites, and subscriptions

- select video clips that map to the cognitive, affective, and psychomotor domains
- □ write instructional objectives for the cognitive, affective, and psychomotor domains
- □ create playlist lessons using videos found on YouTube
- □ record video commentary (video logs or Vlogs) using a Webcam
- upload video content to YouTube
- □ add closed captioning to YouTube videos
- share video both publicly and privately in YouTube
- □ write a script and storyboard for a video production
- □ use screencasting software to create a video presentation, peer review video, or tutorial
- use video editing software to produce high-quality video for YouTube
- □ design and produce educational interactive video
- use the communication tools in YouTube to collaborate with other YouTube members
- □ identify and discuss critical issues and controversies associated with YouTube
- unite a reflective journal describing what was learned and impact on thoughts about teaching

EDTECH 541 - Integrating Technology into the Classroom Curriculum

Examination and evaluation of technology integration strategies in classroom environments using various application, instructional, Internet and productivity tools. Development of integrated instructional activities and resources.

- Demonstrate knowledge of hardware function, installation, selection and maintenance by developing a networking/hardware lesson or conducting a field trip
- Locate and evaluate current research on teaching and learning with technology and generate a personal rationale for using technology in education based on findings from research and practice
- Define and identify instructional software types and uses
- Identify and develop effective classroom activities using telecommunications tools and the Internet and will demonstrate this knowledge through reflective activities and the development of one or more web-based activities
- Develop effective classroom activities using advanced features of database management systems and/or advanced spreadsheet software tools and demonstrate knowledge of this through the development of a database or spreadsheet supported lesson
- Identify and classify adaptive assistive hardware and software for students and teachers and demonstrate this knowledge through reflective discussion activities
- □ Identify and describe teaching and learning tasks as well as productivity uses for Internet-based tools
- □ Identify and describe teaching and learning tasks with productivity software tools
- □ Identify current issues in all content areas that will impact the selection and use of technology
- describe key strategies for integrating technology into those content areas, and identify example software and Web resources required to carry out each integration strategy.

EDTECH 542 - Technology-Supported Project-Based Learning

Examines the Project-Based Learning Model, including development of PBL-based instructional units that engage learners in projects requiring investigation, analysis, synthesis, and presentation in real-world scenarios.

- Be able to identify characteristics and attributes of Project Based Learning (PBL)
- Be able to align goals and objectives of PBL with state and local standards for learning
- Be able to explore and implement teacher role as coach, mentor or tutor in guiding students through the PBL process
- Be able to develop formative and summative assessments for monitoring and evaluating PBL unit and student outcomes
- Be able to design collaborative learning activities that support student learning in the PBL process
- Discuss the advantages and disadvantages of PBL and the related implications for student achievement
- Be able to develop a Project Based Learning unit using the Buck Institute for Education PBL model.

EDTECH 551 - Technical and Grant Writing

Project-based instruction entailing various kinds of technical writing, all focusing on a completed grant proposal. Includes evaluating writing for print versus electronic display. Additional focus on writing proficiencies, as needed.

- Students will demonstrate an appreciation for and ability to recognize and produce good writing and design, recognizing technical writing as a craft and viewing themselves as professionals who take pride in their craft.
- Each student will develop a fundable media-related project and secure needed data and background information for the project, and then design a proposal and website to help fund the project. This work would include identifying appropriate technologies for learning situations, establishing mission, goals and objectives for the project, preparing and justifying a budget to support the project, using a planning process to develop and implement the project, and developing formative and summative evaluation strategies.
- The student will demonstrate the skills and knowledge required to prepare printed and online documents, including the key steps in the process: identifying audience needs, planning, developing, organizing, drafting, revising, and graphically enhancing online documentation.
- □ The student will be able to apply the skills of revision, editing, proofreading, and verifying information to the process of developing printed and online documents.
- The student will recognize and apply the principles that differentiate writing for documentation from writing for print, including accessing and linking.
- □ The student will be able to select the most effective system and approach for a website designed to explain his/her project. This site will be based on user needs and software capabilities.
- The student will recognize and apply the principles of global communication, including nonsexist language, unbiased language, and a multicultural perspective. In all work submitted, the student will adhere to copyright and fair use guidelines.

EDTECH 552 -Introduction to Network Administration

Introduction to technical competencies for school technology coordinators, addressing network administration, topography, and devices. Preparation for the CCENT (Cisco Certified Entry Networking Technician) or CCNA (Cisco Certified Network Associate) certificate.

- □ Perform simple PC (hardware, software, network settings) and NIC troubleshooting
- Perform binary math
- Properly utilize the information and bandwidth units
- □ Name and describe the OSI layers from memory
- Describe the TCP/IP graph
- Describe the devices required to build a LAN
- Build and troubleshoot a simple LAN
- Describe networking signals and what can happen to them on physical media
- Use a multimeter to measure resistance, voltage, and continuity
- Describe the 5 basic types of networking media
- □ Properly terminate CAT 5 UTP cable according to standards
- Given a topology, circle all collision and broadcast domains
- Describe the basic elements of a frame
- Perform hexadecimal math
- $\hfill\square$ Compare and contrast Token Ring, FDDI, and the Ethernet family tree
- Explain the specific details of Ethernet and Layer 2 Devices
- Use 'Network Inspector' (or equivalent) and 'Protocol Inspector' (or equivalent) software
- Create physical and logical topologies
- Properly locate MDFs and IDFs in an Ethernet extended star topology

- Plan a structured cabling installation
- □ Install, terminate, test, and troubleshoot CAT 5 UTP cabling runs, from the jack to the patch panel
- Use the Fluke 620 (or equivalent) meter
- □ Justify the need for and classify the various types of IP addresses
- Perform subnet calculations
- Perform the following form of problem: "Given an IP address and the number of subnets required, find the subnetwork id numbers, the range of host numbers, the subnetwork broadcast numbers, and the subnet mask
- Provide a basic explanation of routing
- □ Flowchart basic network processes such as ARP and RARP
- Explain the similarities and differences between IP, TCP, and UDP
- □ Explain the basic processes of the session layer
- Describe the presentation layer functions of formatting, encryption, and compression
- Explain how e-mail and HTTP work

EDTECH 554 - Managing Technology Integration in Schools

Explores strategies for planning and implementing technology integration on an organizational level and examines larger scale professional development models. Develops skills for taking a leadership role in district technology use planning, implementation and assessment.

- Analyze, evaluate and become familiar with a district's technology plan by articulating the vision, goals and objectives
- Develop the skills and knowledge to support data-driven decision making to improve instruction
- □ Examine the leadership role of the technology director
- Design a professional development activity to support ongoing professional development regarding the use of technology in support of student learning
- □ Create a plan communicating how to improve the infusion of technology within a K-12 learning environment

EDTECH 561 - Research In Educational Technology

Review and analysis of research studies in educational technology. Foundations in the relationships among research design, measurement, and statistics; methodology for designing, conducting, and reporting educational technology research. Prerequisite: EDTECH 504.

Students will be able to

- Define and apply fundamental concepts of educational research
- Become a critical reviewer and evaluator of research in the field of educational technology
- □ Understand the steps involved in the research process and be able to plan accordingly
- □ Identify and describe a research problem and relevant sub problems
- □ Specify a research purpose and research questions or hypotheses
- Understand the characteristics of qualitative and quantitative research methods and determine the best uses of each method
- Become familiar with ethical research practices and successfully complete the Collaborative Institutional Training Initiative (CITI) program for the protection of human subjects
- Become familiar and carefully follow APA 6th style on written assignments
- Conduct and write a comprehensive literature review on a topic in educational technology

EDTECH 562: Introduction to Statistics for Educational Technology

Statistical concepts and their applications in educational technology. Topics include measures of central tendency and variability, one and two sample tests, confidence internals, chi-square, introduction to bivariate correlation, and analysis of variance.

- □ Summarize and describe data according to educational technology research questions
- □ Input, output, and organize data in SPSS
- Understand common statistical concepts, such as hypothesis testing, critical values and p-values, confidence interval, etc., in educational research
- □ Identify and articulate differences between/among common statistical analysis methods
- □ Perform and describe descriptive analysis using SPSS in educational technology research
- □ Perform and interpret inferential analysis using SPSS in educational technology research
- Critique and evaluate common statistical analysis methods in educational technology literature

Current Special Topics Courses

EDTECH 597 - Social Network Learning

This graduate level course will explore collaborative and emergent pedagogies, tools, and theory related to the use of social networks in learning environments. Participants will gain hands-on experience with a variety social networking tools, create a community-based resource, and have an opportunity to develop a global professional network for educational technologists.

Edtech 597 - Teaching Mathematics in Virtual Worlds

This is an experimental course exploring the possibility of mathematics instruction in virtual worlds, primarily in Second Life. Opportunities and difficulties in the communication of mathematical knowledge in 3D online environments will be explored. *Weekly online synchronous class meetings required in Second Life, 3-5 pm PT/4-6 MT, Thursday.

EDTECH 597 - Mobile Learning: Devices, Applications & Pedagogy

Researach, evaluate, and create mobile learning environments using various mobile learning technologies to engage learners in fun and creative ways. Participants are required to have an Internet-enabled mobile device, preferably an iPhone, for the class.

EDTECH 597 Introduction to Edutainment

This course provides an overview of instructional elements in technology-based edutainment (i.e. cartoons, TV programs, movies, digital games, and smart phones). Learners will conduct research on the practical application of edutainment in classroom settings through experimentation and play.

EDTECH 597: International Issues in ICT

Explores the implementation of information and communications technologies (ICT) in selected educational systems outside of the United States. The goal is for students to be able to confidently discuss the promises and challenges of ICT integration in both developed and developing countries as impacted by different contexts. A multitude of issues will be explored, to include open courseware, mobile learning and satellite communication, cultural models of design, and distance learning systems.

EDTECH 597: Blogging in the Classroom

Focuses on the use of blogs in education, including creating and maintaining blogs, using RSS readers and microblogging. Students will examine the nature and purpose of blogging, types of blog entries, blog promotion, disclosure guidelines, and building a blogging community.

EDTECH 597: Pedagogy of Sound

Provides an overview of sound-based pedagogies and methodologies suitable for online, blended or classroom learning.

Recommendations

Based on the results of curriculum mapping we recommend the following:

- □ Use this document when proposing course changes or new courses.
- Use the standards matrix to identify which standards students will address/collect in their learning logs in preparation for portfolio.
- Add departmental language to all courses/syllabi for reflection assignment that connects to standards and helps prepare for portfolio.
- Address how reflective practice is important for advanced practitioners in the field.

Appendix: Example of a Reflection Assignment

This assignment is given in the YouTube for Educators Course (Chareen Snelson, Instructor)

Reflective Journal-Learning Log (25 points)

In this assignment you will write a one-page reflection paper about your experiences in the course (or record your reflection as a 2 to 5 minute VLOG). This assignment relates directly to the ePortfolio for the M.E.T. program that many of you have been admitted to. Because of this, the assignment was designed to maximize the benefits of reflection while simultaneously preparing you for your culminating activity. If you are not in the M.E.T. program, you will still benefit from the process of reflection.

Background Information for M.E.T Candidates

- Portfolio information on the EDTECH website: http://edtech.boisestate.edu/web/final-activity.htm
- ePortfolio resources and examples: http://edtech.boisestate.edu/snelsonc/eportfolio.html
- Generic learning log for EDTECH: http://edtechbsu.wordpress.com/

Maintain an Ongoing Learning Log

It is in your best interest to keep some kind of blog where you write learning log entries as you progress through the program. There are many ways to do this, but you might enjoy trying WordPress: http://wordpress.com/. It is free, posts can be public or private, you can add tags or categories to organize posts, and there is some free file storage.

Instructions for the Reflective Journal Assignment

Review the AECT Standards Document

Standards for the Accreditation of School Media Specialist and Educational Technology Programs: http://www.aect.org/standards/initstand.html

Review the Syllabus

A list of the course assignments and how they map to the AECT standards is provided in the syllabus. As you go through the list of assignments, read the information about the related standard in the AECT standards document. When you see **NA** it means that standard does not align to any of the assignments for this course.

Answer the four questions below in your reflection:

- 1. What were the most important things I learned this semester?
- 2. How was my teaching (or thoughts about teaching) impacted by what I learned or experienced this semester?
- 3. Did I (or will I) use the projects, skills, or ideas from this course in my teaching or training? If so, how?
- 4. Select at least three of the projects you created this semester and read the description of the related AECT standard. Then answer this question: How do these projects demonstrate my mastery of the AECT standards?

There are three options for your reflection (pick one):

- Option 1: Type your answers a Word document and upload it here in Moodle. (1 page of writing)
- Option 2: Type your answers in a blog post on your learning log site and e-mail the link to the instructor.
 (1 page or approximately 500 to 750 words)
- Option 3: Record a video log (VLOG) as a video form of reflection paper. Send a link to the instructor through e-mail or through the YouTube inbox. (2 to 5 minute video)

APPENDIX D Faculty Curricula Vitae

Each full-time, tenure track faculty member in the Department of Educational Technology assembled a three to four page vita. The documents shows recent or outstanding scholarship, teaching, and service efforts.

Links to faculty members' full C.V.'s can be found online through the department's website. <u>http://edtech.boisestate.edu</u>

Name	Rank / Role	At BSU Since
Baek, Youngkyun	Professor	2011
Dawley, Lisa	Professor; Dept. Chair (Sabbatical FY12)	2005
Hsu, Yu Chang	Assistant Professor	2010
Hung, Jui-Long	Assistant Professor	2007
Perkins, Ross	Assistant Professor	2008
Rice, Kerry	Associate Professor; Interim Chair (FY12)	2001
Snelson, Chareen	Associate Professor	2003
Wyzard, Constance	Professor, Associate Chair	1993
Yang, Dahzi	Assistant Professor	2010

The documents are listed by faculty last name in alphabetical order:

Youngkyun Baek, Ph.D.

Professor, youngkyunbaek@boisestate.edu Tel: 208-426-1023 E 314

EDUCATION

- Sep. 1980 Feb. 2000 Ph.D. Graduate School Korea University Specialization: Educational Sociology with emphasis on Computers in Education Dissertation: An Analysis of Communications in Two Cyberspace Learning Communities
- Mar. 1984 Feb.1988 Ph.D. Graduate School Georgia State University Specialization: Educational Foundations with emphasis on Computer based Instruction Dissertation: Using Color, Graphics, and Animation in a Computer Assisted Tutorial Lesson
- 3) Sep. 1978 Feb. 1980 M.A. in Educational Sociology, Graduate school Korea University
- 4) Mar. 1974 Feb. 1978 B.A. in English Education, Kongju National University

SELECTED PROFESSIONAL POSITIONS

1)	Jan. 2010 – Present	President, Korean Association of Educational Methodology Studies
2)	Mar. 1991 – Jun. 2010	Assistant Professor, Associate Professor, Professor of
		Educational Technology, Korea National University of Education, Korea
3)	Aug. 2006 – Aug. 2007	Visiting Professor, University of Cincinnati
4)	Jul. 1998 – Aug. 1998	Adjunct Visiting Professor
		The University of British Columbia, Canada
5)	Mar. 1989 – Feb. 1991	Senior Researcher, Computer Education Research Center, Korea
		Educational Development Institute

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

- 1) EDTECH 597 Introduction to Edutainment, Spring 2011 at BSU
- 2) New Media in Education, Fall 2010 at Korea National University of Education
- 3) Virtual World in Education, Fall 2010 at Korea National University of Education
- 4) Design of Instructional Game, Spring 2010 at Korea National University of Education
- 5) Development of Instructional Game, Spring 2010 at Korea National University of Education

SELECTED REFEREED PUBLICATIONS (2008-2011)

- 1) Kim, Bo-Kyeong, Park, Hyungsung, and Baek, Youngkyun (2009). Not just fun, but serious strategies: Using meta-cognitive strategies in game-based learning. *Computers & Education, 52*(4), May 2009, 800-810.
- 2) Kim, Bo-Kyeong, Cheong, Donguk, Baek, Youngkyun(2008). Research directions of teaching simulations developing: Through the analysis of teaching simulations for American teacher education. *Journal of Educational Technology*, *24*(3), 209-240.
- 3) Baek, Young (2008). What hinders teachers in using computer and video games in the classroom? Exploring factors inhibiting the uptake of computer and video games. *CyberPsychology and Behavior*, 11(6), 665-671.

4) Yun, Seongchul, Paul Chamness Miller, Youngkyun Baek, & Jaeyeob Jung (2008). Improving recall and transfer skills through vocabulary building in web-based second language learning: An examination by item and feedback type. *Educational Technology and Society*, *11*(4), 158-172.

SELECTED BOOKS OR BOOK CHAPTERS (2006-2011)

Books

- 1) Baek, Youngkyun (2010). *Gaming for Classroom-Based Learning: Digital Role Playing as a Motivator of Study (ed.)*. New York: IGI Global.
- 2) Baek, Youngkyun (2010). Teaching and Learning in a Virtual World. Seoul: Hakjisa.
- 3) Gibson, David and Baek, Youngkyun (2009). *Digital Simulations for Improving Education: Learning Through Artificial Teaching* Environments (*Co-Ed.*). New York: IGI Global.
- 4) Baek, et. al. (2006). *Educational Technology and Methods: In ubiquitous world (Co-author, 2nd Ed.).* Seoul: Hakjisa.
- 5) Baek, Youngkyun (2006). *Understanding and Application of Game Based Learning*. Seoul: Kyoyookkwahaksa.
- 6) Baek, et., al. (2006). *Theory and Practice of Educational Media (Co-author)*. Seoul: Mun-um Publishing Co.

Book Chapters

- 7) Kim, Bokyeong & Baek, Youngkyun (2010). Exploring ideas and possibilities of Second Life as an Advanced E-learning Environment. In Harrison Hao Yang, & Steve Chi-Yin Yuen (Eds.), *Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends*. IGI-Global.
- 8) Cheong, Donguk, Baek, Youngkyun, Yun, Seongchul, & Kim, Hoe Kyeung (2010). Pre-service teachers' teaching practice in Second Life. In N. M. Burk.(Ed.) *Best Teaching Practices For Use in Virtual Environments: Instructional Handbook*. Glendale, AZ: Glendale Community College.
- 9) Park, Hyungsung and Baek, Youngkyun (2009). Empirical Evidence and Practical Cases for Using Virtual Worlds in Educational Contexts. In Harrison Hao Yang, & Steve Chi-Yin Yuen (Eds.), *Collective Intelligence and E-Learning 2.0: Implications of Web-Based Communities and Networking* (pp.227-246). IGI-Global.
- 10) Baek, Y. K. (2008). Revealing New Hidden Curriculum of Digital Games, Richard E. Fertig (ed., pp.1025-1040), *Handbook of Research on Effective Electronic Gaming in Education*. IGI-Global.

SELECTED PRESENTATIONS (2006-2011)

- 1) Baek, Y. K. (2010, March 29 April 2). a Keynote Panel Speaker at SITE 2010--Society for Information Technology and Teacher Education 21st International Conference. San Diego
- Moon, H. K. & Baek, Y. K. (2009, November 30-December 4). Exploring variables exploring variables affecting player's intrinsic motivation in educational games. Paper presented at the 17th International Conference on Computers in Education, HongKong.
- Gibson, David, Baek, Youngkyun, Kirk Bandersall, Leonard Annetta, & Penny Nolte. (2009). Assessment of learning with games and simulations. Proceedings of the 20th Society for Information Technology & Teacher Education International Conference, Charleston, South Carolina, USA, 1450-1455.
- 4) Seo, Kay Kyeongju, Patience Sowa, Cynthia Schmidt, Youngkyun Baek, Aimee Byk, & Donguk Cheong. (2009). *Talking technology across divides*. Proceedings of the 20th Society for Information

Technology & Teacher Education International Conference, Charleston, South Carolina, USA, 2347-2353.

- 5) Park, Hyungsung, Baek, Youngkyun, & Hwang, Jihyun (2009). The effect of learners and game variables on social problem-solving in simulation game. Proceedings of the 20th Society for Information Technology & Teacher Education International Conference, Charleston, South Carolina, USA, 1527-1533.
- Searson, M., Gibson, D., Baek, Y. K., Field, W., & Yoon, K. K. (2008). Games and simulations: global perspectives. Proceedings of the 19th Society for Information Technology & Teacher Education International Conference, Las Vegas, USA, 1805-1807.
- Baek, Y. K., & Choi, S. C. (2008). *Implications of educational digital game structure for use in formal education settings*. Proceedings of the19th Society for Information Technology & Teacher Education International, Las Vegas, USA, Conference, 1613-1619.
- 8) Cha, Jiseon, Baek, Youngkyun, & Xu, Yan (2008, November). *Exploring learner's variables affecting gaming achievement in digital game-based learning.* Paper presented at The 2nd IEEE International Conference on Digital Game and Intelligent Toy Enhanced Learning, Banff, Canada.
- 9) Baek, Youngkyun, Kim, Bokyeong, Yun, Seongchul, & Cheong, Donguk (2008, October). Effects of two types of Sudoku Puzzles on Students' Logical Thinking. Paper presented at 2nd European Conference on Games Based Learning, Barcelona, Spain.
- Baek, Youngkyun. (2008, March). Games and simulations: Global perspectives. In K. McFrrin, R. Weber, R. Carlsen & D. A. Willis (Eds.), *Proceedings of the 19th Society for Information Technology & Teacher Education International Conference*, Las Vegas, USA, 1805-1807.

EXTERNAL COMPETITIVE GRANTS (FUNDED ONLY) (2006-2011)

1)	2009.06.12-2009.12.15	Development of Teacher Training Program for 21 st Century Learners
		(High School)
		Korea Educational Research & Information Services
2)	2008.09.01-2008.11.28	Development of Web Contents for Decision Making about Career
		Seoul Broad of Education

3) 2008.09.01-2008.11.28 Development of Teacher Training Program for 21st Century Learners (Middle School); Korea Educational Research & Information Services

SELECTED SERVICE TO UNIVERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2006-2011)

- 1) Reviewer, American Educational Research Association, 2009 2011.
- 2) Program/Review Committee, The 3rd IEEE International Conference on Digital Game and Intelligent Toy Enhanced Learning, April 12-16, 2010, Kaohsiung, Taiwan
- 3) Program committee, SITE 2009-Society for Information Technology & Teacher Education International Conference, Charleston, SC, USA; March 2-6, 2009
- 4) Program/Review Committee, The 2nd IEEE International Conference on Digital Game and Intelligent Toy Enhanced Learning, November 17-19, 2008, Banff, Canada
- 5) Reviewer, Educational Technology and Society 2007 present
- 6) Reviewer, Computers and Education, 2006 present
- 7) Reviewer, CyberPsychology and Behavior, 2006 present
- 8) Editorial Board Member, International Journal of Gaming and Computer-Mediated Simulations, 2008present

Lisa Dawley, Ph.D. Professor lisadawley@boisestate.edu http://lisadawley.wordpress.com Tel: 208-426-5430 ED 305

EDUCATION

Ph.D., Education: Educational Psychology, Teaching & Learning, 1993 University of California, Santa Barbara

M.A., Education, 1991 University of California, Santa Barbara

B.A., Liberal Studies, Psychology, 1987 California State University, Long Beach

Multiple Subjects Teaching Credential, 1987 California State University, Long Beach

SELECTED PROFESSIONAL POSITIONS

Boise State University Chair, Dept. of Educational Technology 2006-11 Professor, 2008-present Associate Professor, 2006-08 Visiting Associate Professor, 2005-06

Sonoma State University Associate Professor & EdTech Program Coordinator, 1998-2000

University of Memphis Assistant Professor, 1993-98 (promoted and tenured 1998) Elementary Education Coordinator, 1997-98

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

Instructional Design Online Course Design Social Network Learning

SELECTED REFEREED PUBLICATIONS (2005-2011)

Richter, J. & Dawley, L. (2010). Creating context for educational research in virtual worlds: An invitation to dialogue. *International Journal of Gaming and Computer-Mediated Simulations*, 2(1).

Rice, K. & Dawley, L. (2009). The status of professional development for K-12 online teachers: Issues and implications. *Journal of Technology and Teacher Education, 17* (4), 523-545.

Dawley, L. (2009). Social network knowledge construction: Emerging virtual world pedadogy . *On The Horizon 17* (2), 109-121.

Rice, K. & Dawley, L. (2008). Professional development for K-12 online teachers: Where do we go from here? *Technology and Teacher Education Annual*, 19 (1), 667-673.

SELECTED NON-REFEREED PUBLICATIONS (2005-2011)

Dawley, L. & Rice, K. (2011). *Idaho's online learning requirement: Options & implications.* Report prepared for the Idaho State Board of Education.

Dawley, L. (2010) . In T. Carroll (Chair) & P. Resta (Chair), *Redefining teacher education for digital age learners*. Report from the Invitational Summit on Redefining Teacher Education for Digital-Age Learners, Austin, Texas.Retrieved from http://www.redefineteachered.org/ (contributor to section on National Level Policies).

Dawley, L. (2010). *Research roundup: online learning, a quick reference on the science behind virtual schooling.* Report prepared for Edutopia, George Lucas Foundation. Retrieved from http://www.edutopia.org/stw-online-learningresearch-roundup.

Dawley, L. & Rice, L. (2010). 2009-10 Idaho INSPIRE Connections Academy dissemination grant final evaluation. Report prepared for the Idaho State Board of Education.

SELECTED BOOKS OR BOOK CHAPTERS

Dawley, L. (2007). *The tools for successful online teaching.* Hershey, PA: IGI Global, Inc. Morrison, G., Lowther, D. & DeMeulle, L. (2000). *Integrating computer technology into the classroom.* Upper Saddle River, NJ: Merrill Inc.

SELECTED PRESENTATIONS (2005-2011): Invited Keynotes

Dawley, L. (2011, June). *Promoting teen leadership through quest-based learning: a engaging tale*. Invited keynote speaker at the Games & Learning SIG, International Society for Technology in Education, Philadelpha, PA.

Dawley, L. (2011, April). *The importance of serendipity in educational innovation*. Invited keynote speaker at the Iowa Distance Learning Association, IA.

Dawley, L. (2011, March). *Research roundup in online learning: From theory to practice to the future*. Invited speaker at the 2011 Cyber Learning Conference, Texas A&M University, TX.

Dawley, L. (2010, October). *Educational research across a spectrum of virtuality: Today and tomorrow*. Invited keynote speaker at the Northern Rocky Mountain Educational Research Association, Big Sky, MT.

SELECTED SERVICE TO UNIVERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

University

Provost Search Committee, 2011 President's Task Force on Technology, Teaching & Learning, 2011 Assoc. Vice President of Information Technology Search Committee, 2010

College

Dean's Leadership Team, 2005-11 NCATE Taskforce, 2009-10

Department

Department chair, 2005-11

Professional

Co-Founder, Program Chair & Chair, Applied Research in Virtual Environments for Learning Special Interest Group (ARVEL SIG), American Educational Research Association, 2006-11

Founding Co-Chair, Mobile Learning SIG, Society of Information Technology & Teacher Education, 2010-11

Yu-Chang Hsu, Ph.D. Assistant Professor hsu@boisestate.edu https://sites.google.com/site/yuchanghsuportfolio/ (208) 286-8446 328 Education Building

EDUCATION

Ph.D., Instructional Systems (Minor: Educational Psychology) The Pennsylvania State University, 2009.

Ed.M., Education and Technology State University of New York at Buffalo, 2005.

Ed.M., **Teaching English to Speakers of Other Languages (TESOL)** State University of New York at Buffalo, 2003.

B.A., English

National Taiwan Normal University, 1999.

SELECTED PROFESSIONAL POSITIONS

Boise State University

Assistant Professor, Department of Educational Technology (2010-present)

Penn State University

Postdoctoral scholar/Assessment Coordinator, Toys and Mathematical Options for Retention in Engineering (Toys 'n MORE) Project (NSF STEP Grant DUE # 0756992), College of Engineering, Penn State University, 2010.

Assessment Coordinator, Toys and Mathematical Options for Retention in Engineering (Toys 'n MORE) Project, College of Engineering (2008-2009)

Technology Learning Consultant, Education Technology Service (ETS) (2007-2008)

Hujiang Senior High School (Taipei, Taiwan) English Teacher/Homeroom Teacher (2000-2001)

Chien Kuo Senior High School (Taipei, Taiwan) English Teacher/Homeroom Teacher (1999-2000)

COURSES TAUGHT

Boise State University

EDTECH 506: Instructional Message Design [Instructor, Online/Moodle/Partial Redesign/Mobile Learning] (Spring 2011)

EDTECH 561: Research in Educational Technology [Instructor, Online/Moodle/Partial Redesign] (Fall 2010)

Penn State University

IRSA

73

INSYS 525: Instructional Design Models, Strategies, and Tactics [Co-Instructor, face to face] (Spring 2008)

EDTEC448: Using the Internet in the Classroom [Co-Instructor, online] (Summer 2008)

SELECTED REFEREED PUBLICATIONS (2005-2011)

- 1. Ching, Y. -H., & **Hsu**, **Y. -C.** (accepted). Design-grounded Assessment: A framework and a case study of Web 2.0 activities in higher education. *Australasian Journal of Educational Technology*.
- Lin, H., Ching, Y. -H., Hsu, Y. -C., Dwyer, F. M. (2010). Learning from animation: The effect of prior knowledge and navigation mode. International Journal of Instructional Media, 37 (2), 201-212.
- 3. **Hsu, Y. -C.**, Ching, Y. -H., Mathews, J. P., & Carr-Chellman, A. A. (2009). Undergraduate students' self-regulated learning in web-based learning environments. *Quarterly Review of Distance Education*, *10*(2), 109-122.
- 4. **Hsu, Y. -C**., Lin, H., Ching, Y. -H., & Dwyer. F. (2009). The effects of assigned and preferred educational website navigation modes on undergraduate students' learning outcomes. *Journal of Educational Technology & Society*, *12*(1), 271-284.
- 5. **Hsu, Y. -C.** (2006). Better educational website interface design: The implications from genderspecific preferences in graduate students. *British Journal of Educational Technology* 37(2), 233-242.

SELECTED NON-REFEREED PUBLICATIONS (2005-2011)

- 1. **Co-author** (2010). Toys and Mathematical Options for Retention in Engineering (Toys 'n MORE): Year 2 annual report. [NSF STEM Talent Expansion Grant, # 0756992; PI: Dr. Renata Engel]
- 2. **Co-author** (2009). Toys and Mathematical Options for Retention in Engineering (Toys 'n MORE): Year 1 annual report. [NSF STEM Talent Expansion Grant, # 0756992; PI: Dr. Renata Engel]

SELECTED BOOKS OR BOOK CHAPTERS

- Hsu, Y. -C., Ching, Y. -H., & Grabowski, B. (proposal accepted; manuscript under review). Web 2.0 Applications, Practices, and Technologies for Learning through Collaboration. In M. Spector, D. Merrill, J. Elen, & M. J. Bishop (Eds.). *Handbook of research on educational communications and technology* (4th ed.). Springer Academics.
- Hsu, Y.-C., Ching, Y.-H., & Grabowski, B. (2009). The spirit of educational Web 2.0 literacy: Cognitive tools of the new media age for K-12. In T. WHL & R. Subramaniam (Eds.), *Handbook of research on new media literacy at the K-12 level: Issues and challenges* (pp. 353-371). Hershey, PA: IGI Global.

SELECTED PRESENTATIONS (2005-2011)

- Hsu, Y.-C., & Ching, Y.-H. (2010). Learning statistics with cognitive and metacognitive strategies facilitating multiple external representations integration in a web-based environment. The proceedings of Association for Educational Communications and Technology (AECT) Annual International Convention, Anaheim, California. October 27-30, 2010.
- Ching, Y. -H., & Hsu, Y. -C. (2010). Blogging in higher education: Issues, challenges, and design considerations. The proceedings of Association for Educational Communications and Technology (AECT) Annual International Convention, Anaheim, California. October 27-30, 2010.
- 3. Margle, J., Gomez-Calderon, J., **Hsu, Y. -C.,** Freeman, A. Sathianathan, D., and Engel, R. (2010). Toys and Mathematics Options for Retention in Engineering (Toys 'n MORE) broad

impact: The Campuses. The proceedings of 2010 ASEE Annual Conference and Exposition, Louisville, Kentucky, June 20-23, 2010.

- Ching, Y. -H., & Hsu, Y.-C. (2010). Strategy training that facilitates undergraduate students in representing and solving ill-structured problems. The proceedings of American Educational Research Association (AERA) Annual Meeting and Exhibition, Denver, Colorado, USA, April 30-May 4, 2010.
- 5. **Hsu, Y. -C.,** Ching, Y. -H., Grabowski, B. (2008). Bookmarking/tagging in the web 2.0 era: from an individual cognitive tool to a collaborative knowledge construction tool for educators. The proceedings of World Conference on E-Learning in Corporate, Government, Health, & Higher Education, Las Vegas, Nevada, USA, November 17-21, 2008.

SELECTED SERVICE TO UNVIERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

University

• Foundations Program Committee, Boise State University (2011)

Professional

- 1. Consulting Editor, Educational Technology Research and Development (2009-present)
- 2. Refereeing Panel: British Journal of Educational Technology (2009-present)
- 3. Journal Manuscript Reviewer
 - Instructional Science (2009-present)
 - Learning and Instruction (2009-present)
 - Computers and Education (2009-present)
- 4. **Research Collaborator**, Online Learner Competencies by ibstpi. The International Board of Standards for Training, Performance and Instruction (ibstpi) (2010)

Jui-Long Hung, Ed.D.

Assistant Professor andyhung@boisestate.edu http://edtech2.boisestate.edu/hungj/web/ 208-426-5542 E327

EDUCATION

- 2004-2007 Ed.D. Instructional Technology with Minor in Information Systems Texas Tech University - Lubbock, Texas
- 1994-1996**MBA, Management Information System Concentration**
National Sun Yat-Sen University, Kaohsiung, Taiwan
- 1989-1993**B.S., Biology**National Cheng Kung University, Tainan, Taiwan

SELECTED PROFESSIONAL POSITIONS

- 2008-Current Assistant Professor Boise State University, Department of Educational Technology College of Education – Boise Idaho
- 2007-2008 **Visiting Professor** Boise State University, Department of Educational Technology College of Education – Boise Idaho

2006-2007 Instructor Texas Tech University, Educational and Instructional Technology Program, College of Education – Lubbock Texas

2004-2006 **Research Assistant** Texas Tech University, Educational and Instructional Technology Program, College of Education – Lubbock Texas

- 2000-2004 **Lecturer** *Kun Shan University, Department of Information Systems, College of Business Administration, Tainan Taiwan*
- 1997-2004 **Lecturer** Kun Shan University, Department of Accounting Information, College of Business Administration, Tainan Taiwan

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

EDTECH 502 Internet for Educators EDTECH 503 Instructional Design EDTECH 511 Interactive Courseware Development EDTECH 552 Introduction to Network Administration

SELECTED REFEREED PUBLICATIONS (2005-2011)

Hung, J. L. & Zhang, K. (in press). Examining Mobile Learning Trends 2003-2008: A Categorical Metatrend Analysis Using Text Mining Techniques. *Journal of Computing in Higher Education*. http://www.springerlink.com/content/m32311r618q75048

TAB 2^{Revised 5}82²⁰¹⁰

- Hung, J.L. (in press). Trends of e-learning research from 2000-2008: use of text mining and bibliometrics. *British Journal of Educational Technology (SSCI, impact factor 1.255)*, http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8535/earlyview
- Hung, J. L., Crooks, S. (2009). Examining online learning patterns with data mining techniques in peermoderated and teacher-moderated course. *Journal of Educational Computing Research (was in the SSCI), 40(2),* 183-210.
- Zhang, K., & Hung, J. L. (2009). E-learning in supplemental educational systems in Taiwan: present status and future challenges, *International Journal on E-Learning: Corporate, Government, Healthcare, & Higher Education, 8(4)*, 479-494.
- Zhang, K., Peng, S. W. & Hung, J. L. (2009). Online collaborative learning in a project-based learning environment in Taiwan: a case study on undergraduate students' perspectives. *Educational Media International (In the SSCI Candidate List), 46(2),* 123-135.
- Hung, J. L. & Zhang, K (2008). Revealing online learning behaviors and activity patterns and making predictions with data mining techniques in online teaching. *Journal of Online Learning and Teaching*, 4(4), 426-437. http://jolt.merlot.org/vol4no4/hung_1208.pdf
- Hung, J. L., Randolph-Seng, B., Kittikunanant, M. & Crooks, S. M. (2008). Multimedia e-learning: computer-based instruction and cognitive load. *Academic Exchange Quarterly*, *12(4)*, 207-212.
- Zhang, K., & Hung, J. L. (2006). E-learning in Taiwan: policies, practices, and problems. *International Journal of Information and Communication Technology Education.* 2(1), 137-52.
- Zhang, K., & Hung, J. L. (2005). Taiwan higher education's e-learning: status and critical reflections. *New Waves: Educational Research & Development, 10(3)*, 24-30.

SELECTED PRESENTATIONS (2005-2011)

- Hung, J. L., Rice, K., & Saba, A. (2011, November). A decision support system model for online teaching and learning. Paper will be presented at the annual meeting of Association for Educational Communications and Technology. Jacksonville, FL.
- Rice, K. & Hung, J. L. (2011, April). Developing a Customized Data Mining Model for Online Professional Development. Paper presented at the annual meeting of American Educational Research Association. New Orleans, Louisiana.
- Zhang, K., Hung, J. L., & Gao, F. (2010, October). Promoting problem solving in online collaborative learning: A mixed-method study in Taiwan. Paper presented at the annual meeting of Association for Educational Communications and Technology. Anaheim, CA.
- Hung, J. L. (2010, July). Using learning patterns for personalized instructional design. Paper accepted for presentation at the Annual Meeting of International Conference on Learning (Learning 2010), Hong Kong Institute of Education, Hong Kong, China.
- Hung, J. L. (2010, June). Data mining application in virtual world: a case study. Paper accepted for presentation at the Annual Meeting of International Workshop of Electronic Payment and Electronic Commerce and International Symposium on Financial Business Intelligence and Risk Management (FIRM-EPECC 2010), Southwestern University of Finance and Economics, Chengdu, China.
- Hung, J. L. (2009, June). ERP research from 2003 to 2009: a study of meta-trend analysis using text mining techniques. Paper presented at the annual meeting of International Workshop of Electronic Payment and Electronic Commerce and International Symposium on Financial Business

Intelligence and Risk Management, Southwestern University of Finance and Economics, Chengdu, China.

- Hung, J. L. & Zhang, K. (2009, April). Mining Topic Taxonomies of the Distance Education Literature with Text-Mining Techniques. Paper presented at the annual meeting of American Educational Research Association: Disciplined Inquiry: Education Research in the Circle of Knowledge, San Diego, CA.
- Hung, J. L. & Snelson, C. (2008, November). Analyzing trends of e-learning research with text mining techniques. Paper presented at the annual meeting of Association for Educational Communications and Technology. Orlando, FL.
- Hung, J. L. & Snelson, C. (2008, March). Mining Longitudinal E-Learning Research: Trends and Patterns. Paper presented at the annual meeting of Society for Information Technology & Teacher Education International Conference, Las Vegas, NE.
- Zhang, K. & Hung, J. L. (2007, June). E-learning in supplemental educational systems in taiwan: status & challenges. Paper presented at the annual meeting of ED-MEDIA: World Conference on Educational Multimedia, Hypermedia, & Telecommunications, Vancouver, Canada.
- Hung, J. L. & Zhang K. (2007, April). Revealing online learning behaviors with data mining techniques. Paper presented at the annual meeting of American Educational Research Association: The World of Educational Quality, Chicago, IL
- Hung, J. L. & Zhang K. (2006, October) Data mining applications to online learning. Paper presented at the annual meeting of World Conference on E-Learn in Corporate, Government, Healthcare, and Business, Honolulu, Hawaii, USA.
- Hung, J. L., Kittikunanant M. & Crooks, S. (2006, October) Effects of an electronic performance support system on computer-based software learning: a mixed-method study. Paper presented at annual meeting of Association for Educational Communications and Technology. Dallas, TX.
- Hung, J. L., Kittikunanant M., Crooks, S. & Zhang K., (2006, Jane). The proper position of conceptual information during computer-based software training. Paper presented at annual meeting of the World Conference on Education Multimedia, Hypermedia, and Telecommunication, Orlando, FL.
- Zhang, K., Hung, J. L., & Peng, S. (2005, October). Moderating online collaborations during various tasks in a project-base learning environment. Paper presented at the annual meeting of the Association for Educational Communications and Technology, Orlando, FL.
- Zhang, K., & Hung, J. L. (2005, October). E-learning in Taiwan's higher education: policies, practice and problems. Paper presented at the annual meeting of the Association for Educational Communications and Technology, Orlando, FL.
- Zhang, K., & Hung, J. L. (2005, April). E-learning in Taiwan: issues with technology. Paper presented at the annual meeting of Chinese American Educational Research and Development Association, Montreal, Canada.

EXTERNAL COMPETITIVE GRANTS (FUNDED ONLY)

- Hung, J. L., Hsu, Y. C., & Rice, K. (2010). *IDLA student evaluation*, Idaho Digital Learning Academy. \$18,000.
- Hung, J. L., Yang, D., & Rice, K. (2010). *State-wide teacher evaluation training*, Idaho State Department of Education. Pending: \$32,000.

IRSA



Rice, K. & Hung, J. L. (2009). *Idaho state-wide professional development*. State of Idaho. Funded: \$10,000, Pending: \$20,000.

SELECTED SERVICE TO UNVIERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

State

2010: ETS Technology Education Certificate Panelist.

2009: Idaho Education Network (IEN) RFP Review Board.

University

2008 - Current: Dual Degree Program with National University of Tainan, Boise State University.

2009 - Current: Web Master - English Language Support Programs (http://www.boisestate.edu/esl/), Boise State University, Boise, Idaho.

College

2010: Database Administrator - Professional Education Management System, College of Education, Boise State University

- 2010: System Developer Student Admission Management System, College of Education, Boise State University
- 2009: Database Analyst & Presenter NCATE Accreditation, College of Education, Boise State University.

Department

Chair

- 2011 Current: New EdTech Website Migration, Department of Educational Technology, Boise State University.
- 2010 Current: EdTech Website Overseeing, Department of Educational Technology, Boise State University.
- 2008 Current: Chair Dual Degree Program, Department of Educational Technology, Boise State University.
- 2008 Current: Coordinator Certificate of School Technology Coordinator, Department of Educational Technology, Boise State University.

Conference

- 2010 2011: Conference Chair Annual Meeting of International Workshop of Electronic Payment and Electronic Commerce and International Symposium on Financial Business Intelligence and Risk Management (FIRM-EPECC 2011)
- 2009 2011: Session Chair International Workshop of Electronic Payment and Electronic Commerce and International Symposium on Financial Business Intelligence and Risk Management (FIRM-EPECC 2009, 2010, and 2011), Southwestern University of Finance and Economics, Chengdu, China.

Journal

2008 - Current: Editor - Continental Journal Education Research

(http://www.wiloludjournal.com/ojs/index.php/cjedures).

- 2009 Current: Reviewer British Journal of Educational Technology.
- 2008 Current: Reviewer Journal of Educational Computing Research.

Research Center

- 2007 Current: Oversea Researcher & Adjunct Professor, Center of Financial Intelligence and Engineering, School of Economic Information Engineering, Southwestern University of Finance and Economics, Chengdu, China.
- 2007 Current: Researcher, Center for Advanced Analytics and Business Intelligence, The Rawls College of Business Administration, Texas Tech University, Texas USA.

Ross A. Perkins, Ph.D.

Assistant Professor rossperkins@boisestate.edu https://sites.google.com/a/boisestate.edu/rperkins/ 208-426-4875 E312

EDUCATION

- Ph.D., Instructional Technology (2003) Virginia Polytechnic Institute and State University, Blacksburg, VA
- M.A.Ed., Instructional Technology, (1999) Virginia Polytechnic Institute and State University, Blacksburg, VA
- B. A., English and Secondary Education; French minor (1994) Liberty University, Lynchburg, VA

A.A., Humanities (1991) Manatee Community College, Bradenton, FL

SELECTED PROFESSIONAL POSITIONS

- Assistant Professor, Educational Technology (2008 present) Department of Educational Technology, Boise State University, Boise, ID
- Senior Project Associate; Instructor (2004-2008) Office of Educational Research and Outreach; Teaching & Learning, Virginia Tech, Blacksburg, VA
- Post-doctoral Fellow; Instructor (2003-2004) Center for Instructional Technology Solutions in Industry and Education, Virginia Tech, Blacksburg, VA
- Graduate Assistant; Instructional Designer (2000-2003) Teaching & Learning (Instructional Technology program), Virginia Tech, Blacksburg, VA

Program Support Technician, Sr. (1999-2000) Department of Physics, Virginia Tech. Blacksburg, VA

English Instructor, Grades 8-12 & Director Public Relations (1994-1999) Hargrave Military Academy, Chatham, VA

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

EDTECH 505 "Evaluation for Educational Technologists" EDTECH 597 "International Perspectives in ICT" EDTECH 504 "Theoretical Foundations of Educational Technology" EDTECH 503 "Instructional Design"

SELECTED REFEREED PUBLICATIONS (2005-2011)

Perkins, R. A. (accepted). Using research-based practices to increase response rates of web-based surveys. Submitted March 2010 to *EDUCAUSE Quarterly*.

80



- Perkins, R. A. (in review). Considering the challenges of Open Educational Resources through Rogers' Theory of Perceived Attributes. Submitted December 2010 to the *Turkish Online Journal of Educational Technology.*
- Snelson, C. & Perkins, R.A. (2009). From silent film to YouTube: Tracing the historical roots of motion picture technologies in education. *Journal of Visual Literacy*, 28(1), 1-27.
- Perkins, R. A. (2009). Context-oriented instructional design for course transformation. *New Directions for Teaching and Learning, 118.* 85-94. doi 10.1002/tl.355
- Perkins, R. A., Gwayi, S. M., Zozie, P. A., & Lockee, B. B. (2005). Distance education in Malawi. *Educational Technology Research and Design, 53*(4), 101-107.

SELECTED NON-REFEREED PUBLICATIONS (2005-2011)

- Perkins, R. A. (in press). A brief review of international e-learning standards. *TechTrends*, 55(4).
- Perkins, R. A. (2011). A walling out of open and distance education. *TechTrends*, 55(2), 25-26.
- Perkins, R. A. (2010). Reflections on relief: Open educational resources. *TechTrends*, 54(3), 14-15.
- Perkins. R. A. (2009). ICT Scholars without borders: Encouraging graduate research abroad. *TechTrends*, *53*(4), 17-18.
- Perkins, R. A. (2008). Challenges and questions regarding "culturally sensitive design." *TechTrends, 52*(5). 19-21.
- Perkins, R. A. & Arreguin, C. (2007). Real life migrants on the MUVE: Actual stories of virtual transitions. *Learning & Leading with Technology*, *34*(8), 16-20.

SELECTED BOOKS OR BOOK CHAPTERS

- Perkins, R. A., Burton, J. K., & Lockee, B. B. (2005). Building human capacity in Malawi: Contextual considerations in instructional technology project implementation. In M. A. Fitzgerald, M. Orey & R. M. Branch (Eds.), *Educational Media & Technology Yearbook 2005* (Vol. 30, pp. 150-158). Westport, CT: Libraries Unlimited.
- Zozie, P. A., Sanga, M. W., Gwayi, S. M., Nyirongo, N. K., Perkins, R. A., & Lockee, B.B. (2004). Establishment of distance education for secondary school teachers in Malawi, Africa: A national needs assessment. In M. A. Fitzgerald, M. Orey & R. M. Branch (Eds.), *Educational Media & Technology Yearbook 2004* (Vol. 29, pp. 51-60). Westport, CT: Libraries Unlimited.
- Snider, R., Perkins, R. A., Holmes, G. A., & Lockee, B. B. (2002). A systematic approach to determining the scalability of a distance education program. In M. A. Fitzgerald, M. Orey & R. M. Branch (Eds.), *Educational media and technology yearbook* (Vol. 28, pp. 122-138). Englewood, CO: Libraries Unlimited.

SELECTED PRESENTATIONS (2005-2011)

Perkins, R. A., & Bond., L. (2011). Effects of personalization of email and email content length on webbased survey response. Paper presented at the 2011 American Educational Research Association Conference, New Orleans, LA.

- Lockee, B. B., Perkins, R. A., Burton, J. K., & Potter, K. (2011). Defining quality in distance education: Examining national and international standards for online learning. Poster session presented at the 2011 American Educational Research Association Conference, New Orleans, LA.
- Perkins, R. A. & Singletary, T. J. (2011). An investigation into how K-8 teachers use web-based science education resources. Paper presented at the 2011 National Science Teachers Association Annual Conference, San Francisco, CA.
- Perkins, R. A. (2010). Promises and Challenges of Open Educational Resources. Paper presented at the 2010 Association for Educational Communications and Technology Annual Conference, Anaheim, CA.
- Perkins, R. A. & Singletary, T. J. (2010). An investigation into the use and evaluation of web-based science education resources by K-8 teachers (Part 1). Paper to be presented at the 2010 Association for Educational Communications and Technology Annual Conference, Anaheim, CA.
- Perkins, R. A. (2010). Considering the challenges of Open Educational Resources through Rogers' Theory of Perceived Attributes. Paper presented at the International Symposium on Open and Distance Learning & International Council of Educational Media Joint Conference 2010. Eskişehir, Turkey: Anadolu University
- Perkins, R. A. (2008). Digitizing ecological sustainability: Lessons from the "Swiss International Teachers Program. Paper presented at the Association for Educational Communications and Technology Annual Conference, Orlando, FL.
- Perkins, R. A. (2008). SOLVE Island: Teacher and student uses and perceptions of Teen Second Life. Paper presented at the Association for Educational Communications and Technology Annual Conference, Orlando, FL.
- Lockee, B. B., Nyirongo, N., Perkins, R. A., Sanga, M., Burton, J., & Gwayi, S. (2008). Adaptation and distance delivery of instructional technology programs for developing countries. Paper presented at the Association for Educational Communications and Technology Annual Conference, Orlando, FL.

EXTERNAL COMPETITIVE GRANTS (FUNDED ONLY)

National Science Foundation: Engineering Education Directorate. *Successful Adoption of Innovation in Engineering Education: Faculty Characteristics and Environmental Perceptions*. Awarded: \$144,002.00 PI: Kirsten Davis (Construction Management). Co-PI's: Ross Perkins, (Educational Technology) & Sondra Miller (Civil Engineering)

National Science Foundation: GeoSciences Directorate. *Virtual Labs for Geochronology (for 8th Grade Earth Science).* Awarded: \$149,895.00. PI: Karen Viskupic (Geoscience). Co-PI's: Ross Perkins (Educational Technology), Chareen Snelson (Educational Technology), & Mark Schmitz (Geosciences).

SELECTED S 2011)	ERVICE TO UNVIERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-
University	University Information Technology Advisory Committee (2008-present); President's Task Force for Teaching & Learning with Technology
College	Technology committee (2009 – present); NCATE Teacher Education Assessment Group (2009-2010); Teacher Education Coordinating Council (2009-present)
Department	Program Coordinator, M.S. in Educational Technology; Ed.D. in Curriculum & Instruction; Educational Technology emphasis; Advisor to EDTECH Graduate Student Association

- National Contributing Editor (2007 present), TechTrends ; Consulting Editor, Editorial Review Board (2010 – present), Educational Technology Research & Development; Member, Editorial Review Board (2008 – present), Journal for Computing Teachers
- International Association for Educational Communications and Technology (AECT) Ethics Committee (July 2010 – present); AECT Board Presidential Nominations Committee (Oct. 2009 – present); President (Oct. 2009 – Oct. 2010): International Division of AECT. Communications Officer (2003 – 2008): International Division of AECT.

Kerry L. Rice, Ed. D.

Associate Professor and Associate Chair krice@boisestate.edu http://edtech.boisestate.edu/krice 208-426-2050 E 306

EDUCATION

2006: Ed.D. Curriculum and Instruction Boise State University – Boise, Idaho

2002: MS Educational Technology Boise State University – Boise, Idaho

1991: BA Elementary Education Boise State University – Boise, Idaho

1982: AA Business Glendale Community College – Glendale, Arizona

SELECTED PROFESSIONAL POSITIONS

2010 – Current: Associate Professor & Associate Chair Boise State University, Department of Educational Technology College of Education – Boise Idaho

2006 – 2010: Assistant Professor Boise State University, Department of Educational Technology College of Education – Boise Idaho

2003 – 2006: Instructor/Online Instructional Designer Boise State University, Department of Educational Technology College of Education – Boise Idaho

2002 – 2003: Instructor /PT3 Grant Coordinator Boise State University , Department of Educational Technology College of Education – Boise Idaho

2001 – 2003: Graduate Assistant and Adjunct Faculty Boise State University, Department of Educational Technology College of Education – Boise, Idaho

1996 – 1999: Teacher/7 th Grade Algebra and Prealgebra Weis Middle School – Galveston, Texas

1991 – 1995: Teacher/6 th Grade Math, Science and Reading Meridian Middle School – Meridian, Idaho

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

2011 Spring: EDTECH 596: Independent Study: Legal Issues Surrounding Social Networks in Schools

2010 Fall: EDTECH 521: Teaching Online in the K-12 Environment (online)

2010 Fall: EDTECH 596: Independent Study: Research Protocols in Online Learning

2010 Summer: EDTECH 596: Independent Study: Best Practices in Online Learning

2010 Spring: EDTECH 523: Advanced Online Teaching Methods (online) - 2 sections

2009 Fall: EDTECH 504: Theoretical Foundations of Educational Technology (online) - 2 sections 2009 Summer: EDTECH 504: Theoretical Foundations of Educational Technology (online) - 2 sections

2009 Spring: EDTECH 504: Theoretical Foundations of Educational Technology (online) 2009 Spring: EDTECH 523: Advanced Online Teaching (online) 2009 Spring: EDTECH 596: Independent Study: PBL Project Management

SELECTED REFEREED PUBLICATIONS (2005-2011)

- Snelson, C., Rice, K., & Wyzard, C. (2011). Research priorities for YouTube and video-sharing technologies: A Delphi study. *British Journal of Educational Technology*.
- Wyzard, C., Snelson, C. & Rice, K. (2010). Looking Ahead at YouTube Research. In *Proceedings* of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010 (pp. 3797-3802). Chesapeake, VA: AACE.
- Rice, K., & Dawley, L. (2009). The status of professional development for K-12 online teachers: Insights and implications. *Journal of Technology and Teacher Education*, *17*(4), 523-545.
- Rice, K. L. (2009). Priorities in K-12 distance learning: A Delphi study examining multiple perspectives on policy, practice, and research. *Journal of Educational Technology and Society*, *12*(3), 163-177.
- Dawley, L. & Rice, K. (2009, January). The unique needs and challenges of K-12 online teachers: Where do we go from here? *Hawaii International Conference on Education Conference Proceedings*, Honolulu.
- Rice, K. & Vakili-Hutchison, D. (2008). Teaching online: Meeting the challenge with emerging strategies for effective professional development. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008* (p. 1198). Chesapeake, VA: AACE.
- Rice, K. & Dawley, L. (2008). Professional development for K-12 online teachers: Where do we go from here? *Technology and Teacher Education Annual*, *19(1)*, 667-673.
- Ransdell, L. B., Rice, K., Snelson, C., & DeCola, J. (2008). Online health-related fitness courses: A wolf in sheep's clothing or a solution to some common problems? *The Journal of Physical Education, Recreation, and Dance (JOPERD).* 79(1), 45-52.
- Dawley, L. & Rice, K. (2008, January). Professional development for K-12 online teachers: What do we know? *Hawaii International Conference on Education Conference Proceedings*, Honolulu.
- Mergendoller, J., Rice, K., Searson, M., Schmidt, D. & Ravitz, J. (2007). Using PBL-Online in educational technology graduate programs, professional development and international collaboration. In R. Carlsen et al. (Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2007 (pp. 2056-2057). Chesapeake, VA: AACE.
- Rice, K. L. (2006). A comprehensive look at distance education in the K-12 context. *Journal of Research on Technology in Education, 38*(4), 425-448.

SELECTED NON-REFEREED PUBLICATIONS (2005-2011)

- Dawley, L., Rice, K., & Hinck, G. (2010). Going *Virtual! 2010: The status of professional development and unique needs of K-12 online teachers*. White paper prepared for the International Association for K-12 Online Learning. Washington, DC.
- Dawley, L. & Rice, K. (2010). 2008-10 Idaho INSPIRE Connections Academy dissemination grant evaluation report. Report prepared for the Idaho State Board of Education. Boise, ID.

- Rice, K. & Hung, J. L. (2010). 2009-2010 Idaho state-wide professional development grant: Idaho online professional development evaluation report. Report prepared for the Idaho State Department of Education.
- Dawley, L. & Rice, K. (2009). 2008-09 Idaho INSPIRE Connections Academy dissemination grant interim evaluation. Report prepared for the Idaho State Board of Education. Boise, ID.
- Rice, K., & Dawley, L. (2008). *Going virtual: Unique needs and Challenges of K-12 Online Teachers.* White paper prepared for the North American Council for Online Learning. Washington, DC.
- North American Council for Online Learning (NACOL). (2007). *Research committee issues brief: Professional development for virtual schooling and online learning.* Washington, DC: Author. http://www.nacol.org/docs/NACOL_PDforVSandOlnLrng.pdf
- Rice, K., & Dawley, L. (2007). *Going virtual: The status of professional development for K-12 online teachers.* White paper prepared for the North American Council for Online Learning. Washington, DC.

SELECTED BOOKS OR BOOK CHAPTERS

- Rice, K. (in press). *Making the move to k-12 online teaching: Research-based strategies and practices.* Upper Saddle River, NJ: Pearson Education.
- Bangert, A. & Rice, K. (2009). What we know about assessing online learning in secondary schools. In L. T. W. Hin & R. Subramaniam (Eds.), *Handbook of research on new media literacy at the K-12 level*, Eds. US: Hershey.

SELECTED PRESENTATIONS (2005-2011)

- Rice, K., & Hung, J. L. (2011, March). Developing a customized data mining model for online professional development. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Dawley, L., Rice, K., & Hinck, G. (2010). Going Virtual! 2010: The status of professional development and unique needs of K-12 online teachers. White paper presentation at the *International Association for K12 Online Learning, Virtual School Symposium*, Glendale, AZ.
- Rice, K. (2010, May). Using Constructivist Learning Theories to Inform Practice in Online Environments. Paper presentation for the *9th Annual International Conference Educational Technologies – Tradition, Present, Predictable Future*, Nicolaus Copernicus University, Torun, Poland.
- Rice, K. & Dawley, L. (2010, January). Developing an endorsement in K-12 online teaching: Linking research, policy, and practice. Paper presentation for the annual meeting of the Hawaii International Conference on Education, Honolulu.
- Rice, K. & Frey. (2009, April). PBL in cyberspace: Let the transformation begin. Concurrent session at the *United States Distance Learning Association Conference*, St. Louis, MO.
- Rice, K. & Dawley, L. (2009, November). Going virtual III: Effective professional development of K-12 online teachers. Paper presentation for the *International Association for K12 Online Learning, Virtual School Symposium*, Austin, TX.
- Rice, K. & Vakili-Hutchison, D. (2008, November). Teaching online: Meeting the challenge with emerging strategies for effective professional development. Paper presented at the *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008,* Las Vegas, NV.
- Rice, K. & Dawley, L. (2008, March). Professional development for online K-12 teachers: Where do we go from here? Paper presented at the *Society for Information Technology & Teacher Education (SITE) International Conference*, Las Vegas, NV.

- Rice, K. & Dawley, L. (2008, April). Training K12 online teachers: A national perspective. Paper presented at the annual meeting of the *American Educational Research Association*, New York.
- Dawley, L. & Rice, K. (2007, April). Training K-12 virtual teachers: A multi-dimensional analysis of their unique needs, best practices, and methodologies. Paper presented at the annual meeting of the *American Educational Research Association*, Chicago.

EXTERNAL COMPETITIVE GRANTS (FUNDED ONLY)

- Hung, J. L., Hsu, Y., & Rice, K. (2010). Student data analysis. Idaho Digital Learning Academy. Funded: \$18,000.
- Rice, K. & Hung, J. L. (2009-2010). *Idaho state-wide professional development evaluation subcontract award*. State of Idaho. Funded: \$10,000.
- Dawley, L. & Rice, K. (2009-2010). *INSPIRE charter school program dissemination grantevaluation sub-contract award.* State of Idaho. Funded: \$17,500.
- Rice, K. (2006 2008). *Project-based learning online*. The Buck Institute for Education., Navato, CA. Funded: \$96,000

SELECTED SERVICE TO UNIVERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

University

- 2010 2011 Department of Educational Technology Associate Chair
- 2010 Academic Technology Director Search Committee
- 2010 College of Education Dean's Evaluation Committee
- 2010 Current: College of Education TECC
- 2010 Current: Department of Educational Technology Curriculum Committee
- 2009 2010: Department of Educational Technology Search Committee [Chair]
- 2009 Current: College of Education Salary Equity Committee
- 2008 Current: University Curriculum Committee
- 2008 Current: Department of Educational Technology Library Committee [Chair]
- 2008 Current: University Quality Matters (QM) Review Team

State, National and International

2010 - Current: Online K-12 Teaching Endorsement Legislative Task Force

2010 - Current: Pearson Education Blue Ribbon Panel - Professional Online Educator development

- 2009 2010: SRI International, Washington D.C. Technical Working Group
- 2009 Current: Reviewer, Journal of Teacher Education (JTE)
- 2008 2010: Idaho Online K-12 Teaching Endorsement Task Force

2008 - 2010: Idaho Online K-12 Teaching Endorsement Standards Development Subcommittee [Chair]

- 2008 Current: Reviewer, British Journal of Educational Technology (BJET)
- 2008 Current: Reviewer, Journal of Educational Technology and Society (JETS)
- 2007 Current: iNACOL Research Committee member [Invited]

2004 - 2006: INSPIRE Academics Virtual Charter School - Founding Board Member, Vice President.

Chareen Snelson, Ed.D.

Associate Professor csnelson@boisestate.edu http://edtech.boisestate.edu/snelsonc 208-426-2952 E 307

EDUCATION

- 2003--Ed.D. Education, Curriculum and Instruction, Boise State University, Boise, ID
- 2000-- M.A. Education, Curriculum and Instruction, Boise State University, Boise, ID
- 1994-- BS.Ed. Secondary Education (Physical Science, Mathematics), University of Idaho, Moscow, ID

SELECTED PROFESSIONAL POSITIONS

- 2011--Associate Professor, Boise State University, Department of Educational Technology
- 2006-2011--Assistant Professor, Boise State University, Department of Educational Technology
- 2005-2006--Visiting Assistant Professor, Boise State University, Department of Educational Technology
- 2003-2005--Adjunct Professor, Boise State University, Department of Educational Technology
- 1994-1999, Science/Mathematics Teacher, Gooding Middle School, Gooding ID

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

- EDTECH 592 Portfolio
- EDTECH 533 YouTube for Educators
- EDTECH 502 Internet for Educators

SELECTED REFEREED PUBLICATIONS (2005-2011)

- Snelson, C., Rice, K., & Wyzard, C. (2011). Research priorities for YouTube and video-sharing technologies: a Delphi study. *British Journal of Educational Technology*. doi: 10.1111/j.1467-8535.2010.01168.x
- Snelson, C. (2011). YouTube across the disciplines: A review of the literature. MERLOT Journal of Online Learning and Teaching, 7(1), 159-169. Retrieved from http://jolt.merlot.org/vol7no1/snelson_0311.pdf
- Morgan, E., Snelson, C., & Elison-Bowers, P. (2010). Image and video disclosure of substance use on social media websites. *Computers in Human Behavior, 26*(6), 1405-1411. doi: 10.1016/j.chb.2010.04.017
- Snelson, C., & Perkins, R.A. (2009). From silent film to YouTube: Tracing the historical roots of motion picture technologies in education. *Journal of Visual Literacy*, 28(1), 1-27. Retrieved from http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(1)/28_1_SnelsonPerkins.pdf
- Elison-Bowers, P., Snelson, C., Casa de Calvo, M., & Thompson, H. (2008). Health science students and their learning environment: A comparison of perceptions of on-site, remote-site, and traditional classroom students. *Perspectives in Health Information Management (5)*2, 1 17. Retrieved from http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_036648.html
- Ransdell, L.B., Rice, K., Snelson, C., & DeCola, J. (2008). Online health-related fitness courses: A wolf in sheep's clothing or a solution to some common problems. *Journal of Physical Education, Recreation, and Dance (JOPERD)* 79(1), 45 52.
- Snelson, C., & Elison-Bowers, P. (2007). Micro-level design for multimedia-enhanced online courses. *MERLOT Journal of Online Learning and Teaching 3*(4), 1 - 12. Retrieved from http://jolt.merlot.org/documents/snelson.pdf

Snelson, C. (2006). Virtual design based research. Academic Exchange Quarterly 10(4), 106-110.

- Snelson, C. (2006) Sampling the Web: The development of a custom search tool for research , *LIBRES*, *16*(1) Retrieved from http://libres.curtin.edu.au/libres16n1/index.htm
- Snelson, C. (2006). Designing dynamic online lessons with multimedia representations. *The ICFAI Journal of Higher Education*, 1(2), 31-38. (Reprinted from *The Journal of Educators Online*, 2(1), Retrieved from http://www.thejeo.com/Archives/Volume2Number1/V2N1.htm
- Snelson, C. (2005). Designing dynamic online lessons with multimedia representations. *The Journal of Educators Online*, *2*(1), Retrieved from http://www.thejeo.com/Archives/Volume2Number1/SnelsonFinal.pdf

SELECTED NON-REFEREED PUBLICATIONS (2005-2011)

Snelson, C. (2006, August). Online professional development for teachers: Emerging models and methods [Review of the book Online professional development for teachers: Emerging models and methods]. Teachers College Record, Retrieved from http://www.tcrecord.org ID Number: 12651.

SELECTED BOOKS OR BOOK CHAPTERS

- Elison-Bowers, P. & Snelson, C. (in press). Ethical challenges of online teaching. In R. E. Landrum and M. A. McCarthy (Eds.), *Teaching Ethically: Addressing the Ethical Challenges Facing Undergraduate Teachers of Psychology*. Washington, D.C.: American Psychological Association.
- Snelson, C. (2009). Web-based video for e-Learning: Tapping into the YouTube phenomenon. In H. Yang and S. Yuen (Eds.), *Collective Intelligence and E-Learning 2.0: Implications of Web-Based Communities and Networking* (pp.147-166). Hershey, PA: IGI Global.

SELECTED PRESENTATIONS (2005-2011)

- Snelson, C. (2011, March). *Teacher video production: Techniques for educational YouTube movies*. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International, Nashville, Tennessee.
- Fuller, M., Wyzard, C., Snelson, C. & Rice, K. (2011, March). Learning from the past: An educational technology content analysis. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International, Nashville, Tennessee.
- Wyzard, C., Snelson, C. & Rice, K. (2010, June). *Looking Ahead at YouTube Research*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Toronto, Canada.
- Snelson, C. (2010, April). Virtual movie sets and branching video: Developing interactive educational machinima with Second Life and YouTube. Paper presented at the Technology, Colleges, and Community Worldwide Online Conference, World Wide Web http://tcc.kcc.hawaii.edu/2010/tcc/welcome.html
- Snelson, C. (2010, March). *Mapping YouTube "video playlist lessons" to the learning domains: Planning for cognitive, affective, and psychomotor learning.* Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International, San Diego, California.

EXTERNAL COMPETITIVE GRANTS (FUNDED ONLY)

2010--National Science Foundation Grant (\$149,895 awarded): K-12 *Virtual Labs for Teaching the Science of Geochronology*. Karen Viskupic (PI), Ross Perkins (Co-PI), Mark D. Schmitz (Co-PI), and Chareen Snelson (Co-PI).

2006--Buck Institute for Education Grant (\$27,000 awarded): *Project Based L earning Online Co-Laboratory*. Carolyn Thorsen (PI), Chareen Snelson (Co-PI), Kerry Rice (Co-PI).

SELECTED SERVICE TO UNVERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

University-Level Service

- Member of the Academic Grievance Committee, 2008 2011
- Member of the Honorary Doctoral Degree Selection Committee, 2008

College-Level Service

- Member of the COE Curriculum Committee, 2006-2011
- Member of the Doctoral Management Committee, 2009-2010
- Member of the COE Graduate Program Committee, 2007-2008
- Member of the COE Strategic Planning Committee, 2006-2007

Department-Level Service

- Chair of the EDTECH Curriculum Committee, 2009-2011
- Doctoral Program Coordinator, 2010
- M.S. Program Coordinator, 2010
- Adjunct training site development, 2010
- Chair of the Portfolio Subcommittee, 2008
- Chair of the EDTECH Policy Manual Subcommittee 2007-2008
- Member of the EDTECH Tenure Review Committee, 2007 and 2010
- Member of the Ed.D. Planning Committee, 2008-2009
- Member of the EDTECH Faculty Search Committee, 2006-2008
- Graduate Advising (2005 to present)

Graduate Culminating Activity Supervision

- Master's Comprehensive Examinations: Total of 22 questions written and 167 answers scored.
- Master's Portfolio Committees: Supervised 81 ePortfolios.
- Master's Project/Thesis Committee Chair: 1 master's project and 4 thesis committees.
- Master's Project Committee Member: Served on 16 master's project committees.
- Master's Thesis Committee Member: Served on 3 thesis committees.
- Doctoral Dissertation Committee Member: Served on 2 doctoral committees.

Journal Review Panels

- British Journal of Educational Technology (Article reviewer)
- Computers & Education (Article reviewer)

Journal Editorial Panel

• Feature Editor: Academic Exchange Quarterly special section on Educational Multimedia and Hypermedia, Winter 2007.

Association for the Advancement of Computing in Education Program Committee Member

- 2007, 2008, 2009, 2011--AACE E-Learn, Worldwide Conference in Corporate, Government, Healthcare & Higher Education. (Paper reviewer)
- 2008--AACE Ed-Media, World Conference on Educational Multimedia, Hypermedia, & Telecommunications. (Paper reviewer)

Constance Wyzard, Ph.D.

(Formerly Constance Pollard) Professor constancewyzard@gmail.com 208-426-3043 Rm. 311, College of Education, BSU

EDUCATION

Ph.D., Administration, Curriculum and Instruction, Specialization in Technology, University of Nebraska, Lincoln, Nebraska, August, 1990

M.A., Curriculum and Instruction, Specialization in Reading, University of Wyoming, Laramie, Wyoming, May, 1975

B.A., English, University of Wyoming, Laramie, Wyoming, January, 1972

PROFESSIONAL POSITIONS

Associate Chair, Department of Educational Technology, 2009 – 2010 Professor, Boise State University, 1993 – Current Assistant Professor, University of Idaho, 1990 – 1992 Instructor, University of Nebraska, 1988 – 1990 Instructor, Summer Reading Clinic, University of Wyoming – 1977- 1980 Grade 4 Teacher, Fernie School District, British Columbia – 1976 – 1981 Resource Room Teacher, Silver Valley, Alberta – 1975 – 1976 Reading Teacher, Laramie Jr. High, Wyoming – 1972 – 1975

COURSES TAUGHT

Edtech 501 – Introduction to Educational Technology Edtech 561 – Research in Educational Technology

SELECTED REFEREED PUBLICATIONS (2005-2011)

- Pollard, C., & Pollard, R. (2005). Research priorities in educational technology: A delphi study. *Journal* of Research on Technology in Education. 37(3), p. 145 160.
- Pollard, R., & Pollard, C. (2005). A framework for establishing research themes in educational technology. *International Journal of Technology, Knowledge and Society*, Volume 1, Issue 3, pp.87-90.
- Pollard, C., & Pollard, R. (2007). A profile of K-12 Technology Use: A qualitative study. *International Journal of Technology, Knowledge and Society*, Volume 3, Issue 4, pp. 81-88.
- Pollard, C. & Pollard, R. (2007). E-Teaching, Learning and Research Tools: RSS Feeds. Proceedings from *E Learn 2007 World Conference*. Quebec, CA: Quebec City.

- Janio, J, Gomikiewicz, J., Perzycka, E., Pollard, C., Pollard, R., Siemieniceka, D., & Watola, A. (2008). Priorities in Educational Technology Research: A Delphi Study from Poland. *The International Journal of Technology, Knowledge and Society*, Volume 4, Issue 6, pp.23-32.
- Pollard, C., & Pollard, R. (2008). Web 2.0 Strategies for Teaching and Learnin*g.* Proceedings from *National Social Science Conference*, Las Vegas, NV, pp. 155-162.
- Pollard, C. & Pollard, R. (2008). Using the Delphi Method for E-Research. Proceedings from *E Learn 2008 World Conference*. Las Vegas, NV.
- Haskell, C., & Pollard, C. (2008). Understanding and Preparing Teachers of Millennial Learners. Proceedings from *E – Learn 2008 World Conference*. Las Vegas, NV.
- Pollard, C., & Pollard, R. (2009). Web 2.0 strategies for teaching and learning. *National Social Science Journal*, 32(2), 170-175.
- Anderson, H., Wyzard, C., & Hourcade, J. (2010).Instructional and communication tools: RSS feeds. *National Social Science Journal* (2) 33, 6-11.
- Wyzard, C., Snelson, C. & Rice, K. (2010). Looking Ahead at YouTube Research. Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010 (pp. 3797-3802). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <u>http://www.editlib.org/p/35191</u>
- Beck, D., & Wyzard, C. (2010). Bridging the Digital Divide: Connecting Teachers with those on the other side of the divide. *Proceedings of Global Learn Asia Pacific (Global Learn) 2010:1 Global Learn Asia Pacific 2010--Global Conference on Learning and Technology* (pp. 3653-3658). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <u>http://www.editlib.org/p/34452</u>
- Snelson, C., Rice, K., Wyzard, C. (in press). Research priorities for YouTube and video-sharing technologies: A Delphi study. *British Journal of Educational Technology*.

SELECTED BOOKS OR BOOK CHAPTERS

- Pollard, C., VanDehey, T., & Pollard, R. (2007). *Educating Teachers: Technology Skills for the Classroom*, 2nd Edition. Boise, ID: ERC Publishing.
- Pollard, C., & Pollard, R. (2007). *Priorytety w zakresie badan na polu technologii edukacyjnej w Stanach Zjednoczonych.* In. K.Wenty and E.Perzyckiej (Eds). *Diagnoza I ewaluacja w prezemianach edukacyjnych.* Szcrecin, Poland: University of Szczecin.
- Pollard, C. & Pollard, R. (2008). Teaching and Learning in a Digital World. Boise, ID: ERC Publishing.
- Wyzard, C., Schroeder, B., & Haskell, C. (2009). Digital Age Teaching Skills: A Standards Based Approach. Boise, ID: ERC Publishing.
- Wyzard, C., Schroeder, B., & Haskell, C. (2010). Digital Age Teaching Skills: A Standards Based Approach. 2nd Edition. Boise, ID: ERC Publishing.

SELECTED PRESENTATIONS (2005-2011)

- Looking Ahead at YouTube Research. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Toronto, Canada, June 2010.
- The Imminent Evolution of Teacher Education in the United States: Re-envisioning Professional Development in a Digital Learning Era. 12th International Conference on Education. Athens, Greece, May 2010.
- Online Student Teaching: Procedures and Practices, E-Learn 2009 World Conference, Vancouver, B.C., October 2009.
- The Delphi Method: A Cross-Disciplinary Approach, National Social Science Association, San Diego, CA, October 2009.
- Integrating Web 2.0 into Instruction.

Association Of Teacher Educators National Conference, Dallas, TX, February 2009.

- Using the Delphi Method for E-Research. E – Learn 2008 World Conference, Las Vegas, NV., November 2008
- Understanding and Preparing Teachers of Millennial Learners. E – Learn 2008 World Conference, Las Vegas, NV., November 2008
- Instructional and Communication Tools: RSS Feeds National Social Science Conference, Albuquerque, NM, October 2008.
- Web 2.0 Strategies for Teaching and Learning National Technology and Social Science Conference, Las Vegas, NV, April 2008.
- Planning a Lesson Integrating RSS Feeds Association of Teacher Educators National Conference, New Orleans, LA, February 2008.
- Priorities in Educational Technology Research: A Delphi Study from Poland 4th International Technology, Knowledge and Society Conference, Boston, MA, January 2008.

EXTERNAL COMPETITIVE GRANTS

"Building Bridges with Technology Grant". Co-authored with Carolyn Thorsen. Funded by Department of Education. Total: 1.2 million (2000 – 2003).

"An Examination of Telecommunications as a Teaching Strategy." Co-authored with Carolyn Thorsen and Holly Anderson. Boise State University College of Education. Funded for Spring, 1996. Total: \$3700.

"Who Will Do Science and Math in the 21st Century?" Co-authored with Betty Hecker. Boise State University Foundations Grant. Funded for 1995-1996. Total: \$4500.

"Evaluation of Teacher Training Effectiveness at Selected Technology Outreach Program Sites in Southwest Idaho." Co-authored with Carolyn Thorsen. Boise State University College of Education. Funded for 1994-1995. Total: \$3700.

"A Comprehensive Research Approach to Develop a Model of Effective Strategies for Providing Transitional Services for Adjudicated Youth. U.S. Department of Special Education. Project Coordinator. Funded 1993-1996. Total: \$330,000.

SELECTED SERVICE (2005-2011)

Boise State University

Research Committee – 2009, 2010 Bookstore Advisory Committee – 2009, 2010 Academic Grievance Committee, 2004 - 2008 ASBSU Outstanding Student Organizations Committee, 2006 Institutional Review Board (IRB), Member. 2000 – 2003.

Boise State University, College of Education

Teacher Education Coordinating Council – 2008 – 2010 Teacher Education Team, 2009 - 2010 Promotion & Tenure Committee, 1994, 2001 – 2008, 2009-2010 Evaluation, Promotion & Tenure Task Force, Fall, 2007 - Spring, 2008. Curriculum Committee, 2001 – 2006. Dean's Evaluation Committee, 1999, 2003, 2006.

Boise State University, Departmental Service

Associate Department Chair – 2009 – 2010 Curriculum Committee – 2009 - 2010 Adjunct Coordinator - Fall, 2008 Chair, Faculty Review Committee – 2008, 2009 Chair, Search Committee, Educational Technology Department, 2007-2008. Chair, Search Committee, Educational Technology Department, 2006-2007. Search Committee Member, Educational Technology Department, 2005-2006, 2009-2010 Search Committee Member, Educational Technology Department, 2004-2005.

Professional Organization Service

Chair, Technology for Teaching and Learning Special Interest Group, Association of Teacher Educators, 2002-2006.

Webmaster, Technology for Teaching and Learning Special Interest Group, Association of Teacher Educators, 2005-2006.

Secretary, Technology for Teaching and Learning Special Interest Group, Association of Teacher Educators, 2007 – 2009

DAZHI YANG, Ph.D.

Assistant Professor dazhiyang@boisestate.edu phone (208) 426 3212 E315

EDUCATION

Purdue University, West Lafayette, IN

8/2004-12/2008	Ph.D.in Educational Technology, Department of Curriculum & Instruction		
8/2004-5/2006	Graduate Certificate in Applied Statistics, Department of Statistics		
8/2002-5/2004	M.S. in Educational Technology, Department of Curriculum & Instruction		
AnqingTeachers' College, Anhui, China			

9/1991-7/1995 B.A. in English Education, School of Foreign Languages

SELECTED PROFESSIONAL POSITIONS

Assistant Professor, Department of Educational Technology, Boise State University, 7/10 - present

- **Postdoctoral Researcher and Instructional Designer,** School of Engineering Education, Purdue University, West Lafayette, IN, 9/08 -7/10
- **Research Assistant**, Department of Curriculum & Instruction, Purdue University, West Lafayette, IN, 8/02- 8/08
- Online Learning Specialist Consultant, Continuing & Distance Education, Purdue University, West Lafayette, IN, 6/07 8/07
- **Co-instructor,** Department of Curriculum & Instruction, Purdue University, West Lafayette, IN, 8/06 12/06

Instructional Designer, Beijing Human Computer Co., Ltd., Beijing, China, 8/98 - 2/00

Lecturer, Anging Health Sciences School, Anging, China, 7/95 - 7/98

COURSES TAUGHT (PAST SIX SEMESTERS ONLY)

EDTECH 504: Theoretical Foundations of Educational Technology

EDTECH 597: Introduction to Statistics for Educational Technology

SELECTED REFEREED PUBLICATIONS (2005-2011)

- 1. Miller, L.R., Streveler, A.R., Yang, D., & Santiago Román, A. I. (In press). Identifying and repairing student misconceptions in thermal and transport science: Concept inventories and schema training studies. *Chemical Engineering Education.*
- 2. Yang, D., Richardson, J. C., French, B. F., & Lehman, J. D. (2010). The development of a content analysis model for assessing students' cognitive learning in asynchronous online discussions. *Educational Technology Research & Development. d*oi: 10.1007/s11423-010-9166-1.
- 3. Yang, D., Olesova, L., & Richardson, J. C. (2010). Cultural differences on learner participation, communication, and learning in an online environment. *Journal of Educational Computing Research*, *43*(2), 165-182.
- 4. Yang, D., Santiago, A. Streveler, R. A., Miller, R. L, Slotta, J., & Chi, M. (2010). Repairing student misconceptions using ontology training: A study with junior and senior undergraduate engineering

students. *Proceedings of 2010American Society for Engineering Education Annual Conference,* Lousiville, KY.

- 5. Richardson, J. C., Ertmer, P., Aagard, H., Ottenbreit, A., Yang, D., & Mack, N. C-G. (2008). Factors influencing teachers' implementation of digital age literacy skills and strategies. *Teacher Education and Practice*, *20*(3), 239-262.
- 6. Yang, D., & Richardson, J. C. (2008). Students' online interaction styles: Can they change? *Journal* of *Educational Technology Development and Exchange*, *1*(1), 1-12.
- 7. York, C., Yang, D.,& Dark, M. (2007). Transitioning from face-to-face to online instruction: How to increase presence and cognitive / social interaction in an online information security risk assessment class. *International Journal of Information and Communications Technology Education*, *3*(2), 42-52.
- 8. Miller, R. L., Streveler, R. A., Yang, D.,& Santiago, A. (2009). Identifying and repairing students' misconceptions in thermal and transport science. *Proceedings of the 2009 American Institute of Chemical Engineers (AIChE) Annual Meeting*, Nashville, TN.
- 9. Yang, D., Streveler, R. A., Miller, R. L, & Santiago, A. (2009). Repairing misconceptions: A case study with advanced engineering students on their use of schema training modules. *Proceedings of 2009 American Society for Engineering Education Annual Conference,* Austin, TX.
- Ertmer, P., Gedik, N., Richardson, J., Yang, D., & Newby, T. (2008). Undergraduate students' perceptions of the value of online discussions: A comparison between education and engineering students. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 366-371). Chesapeake, VA: AACE.
- 11. Yang, D., Olesova, L.,& Richardson, J. (2008). The impact of cross-cultural differences on learner participation and communication in asynchronous discussions. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 825-829). Chesapeake, VA: AACE.
- Olesova, L., Yang, D., & Richardson, J. (2008). The impact of barriers on the quality of students' postings in asynchronous discussions: A Case Study. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 593-600). Chesapeake, VA: AACE.
- Yang, D., & Richardson, J. C. (2007). Students' online interaction styles and individual online learning preferences. In *Proceedings of the Association for Educational Communications and Technology* (AECT)Annual Conference 2007 (pp.367-371). Anaheim, CA.
- 14. Yang, D. (2007). Designing an online course: What does it take? In *Proceedings of the Association for Educational Communications and Technology (AECT)2007* (pp. 372-373). Anaheim, CA.
- 15. Yang, D., & Richardson, J. C. (2006). A model for generating discipline-based guidelines for developing and delivering online courses. *Proceedings of the Association for the Advancement of Computing in Education (AACE)'s E-Learn 2006: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education,* 1533-1538.
- 16. Yang, D. (2006). Using Web-based resources to enhance teaching and learning. *Proceedings of the Association for the Advancement of Computing in Education (AACE)'s E-Learn 2006: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, 1797-1800.*
- Yang, D., & Dark, M. (2005). A service learning project of information security risk assessment for k12 school corporations. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2005* (pp. 1672-1677). Chesapeake, VA: AACE.

SELECTED BOOKS OR BOOK CHAPTERS

 Yang, D., & Richardson, J. C. (2010). Online interaction styles: Adapting to active interaction styles. In H. Yang & S. Yuan's (Eds.) *Handbook of Research on Practices and Outcomes in E-learning: Issues and Trends* (pp. 138-149). Hershey: PA. Information Science Reference.

- Yang, D., & Richardson, J. C. (2009). Designing and developing online and distance courses. In P. Rogers et al., (Eds.) *Encyclopedia of Online and Distance Learning (2nded)* (pp. 555-561). Hershey, NY: Information Science Reference.
- York, C. S., Yang, D., & Dark, M. (2008). Transitioning from face-to-face to online instruction: How to increase presence and cognitive / social interaction in an online information security risk assessment class. In J. Gutierrez's *Selected Readings on Telecommunications and Networking* (pp.405-415).Hershey: NY. Information Science Reference.

SELECTED PRESENTATIONS (2005-2011)

- 1. Yang, D., Barrett, N., Magana, A., Streveler, R. A., Miller, R. L., & Santiago, A. (2011, April). *Teaching difficult engineering concepts in the language of emergent processes*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Yang, D., Santiago, A., Streveler, R. A., Miller, R. L., Slotta, J. D., & Chi, M. M. T. H. (2010, June). Repairing student misconceptions using ontology training: A study with advanced engineering students. Paper presented at the American Society for Engineering Education (ASEE), Louisville, KY.
- 3. Yang, D., Streveler, R. A., &Miller, R. L. (2010, April). Can instruction reinforce misconceptions? *Preliminary evidence from a study with advanced engineering students.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- 4. Olesova, L., Yang, D.,& Richardson, J. C. (2010, April). *Cross-cultural differences in undergraduate students' perceptions of online barriers: A mixed methods study.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- 5. Miller, R. L., Streveler, R. A., Yang, D., & Santiago, A. (2010, February). *Using schema training to repair student misconceptions in thermal and transport science*. Poster presented at the National Science Foundation (NSF) Engineering Education Awardees Conference, Reston, VA.
- 6. Miller, R. L., Streveler, R. A., Yang, D., & Santiago, A. (2009, November). *Identifying and repairing students' misconceptions in thermal and transport science.* Paper presented at the American Institute of Chemical Engineers (AIChE) Annual Meeting, Nashville, TN.
- 7. Yang, D., Richardson, J. C., French, B. F., & Lehman, J. D. (2009, October). A Mixed methods approach to develop a content analysis model for assessing students' cognitive learning in asynchronous online discussions. Paper presented at the Association for Educational Communications and Technology (AECT) Annual Meeting, Louisville, KY.
- 8. Yang, D., Streveler, R. A., Miller, R., & Santiago, A. (2009, June). *Repairing misconceptions: A case study with advanced engineering students on their use of schema training modules.* Paper presented at the American Society for Engineering Education (ASEE), Austin, TX.
- Yang, D., Richardson, J. C., French, B. F., & Lehman, J. D. (2009, March). The development of a content analysis model for assessing students' cognitive learning in asynchronous online discussions. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA
- Yang, D., Olesova, L., & Richardson, J. C. (2009, March). Cultural differences on learner participation, communication, and learning in an online environment. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- 11. Richardson, J. C., Ertmer, P., Newby, T., Lehman J., Sadaf, A., Yang, D., et al. (2009, March). *Students' perceptions of various instructional strategies in online discussions*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Olesova, L., Yang, D., & Richardson, J. C. (2008, November). *Perceived value of online team work* by culturally different groups. Poster presented at the 14th Annual Sloan-C International Conference on Online Learning, Orlando, FL.
- 13. Richardson, J. C., Ertmer, P., Newby, T., Gedik, N., Yang, D., Sadaf, A., Cheng, X. Harris, C. (2008, November). *Online discussion question formats impact on students' perceived and actual learning.*

IRSA

TAB 2 Revised 102²⁰¹⁰

Paper presented at the 14th Annual Sloan-C International Conference on Online Learning, Orlando, FL.

- 14. Yang, D., Huang, W. D.,& Richardson, J. C. (2008, March). *The change of individual learning preferences in computer-mediated conferences*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- 15. Dark, M., York, C., Yang, D., Popescu, V., & Nita-Rotaru, C. (2008, March). A pilot study on the design effectiveness of a new distance learning system. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- 16. Yang, D.,Olesova, L., & Richardson, J. C. (2008, March). The impact of cross-cultural differences on learner participation and communication in asynchronous discussions. Paper presented at the Advancement of Computing in Education (AACE) Society for Information Technology and Teacher Education (SITE) International Conference.
- 17. Olesova, L., Yang, D., & Richardson, J. C. (2008, March). *The impact of barriers on the quality of students' messages in asynchronous discussions*. Paper presented at the Advancement of Computing in Education (AACE) Society for Information Technology and Teacher Education (SITE) International Conference.
- 18. Ertmer, P., Gedik, N., Richardson, J., Yang, D., Newby, T. (2008, March). Undergraduate students' perceptions of the value of online discussions: a comparison between education and engineering students. Paper presented at the Advancement of Computing in Education (AACE) Society for Information Technology and Teacher Education (SITE) International Conference.
- 19. Yang, D., & Richardson, J.C. (2007, October). *Students' online interaction styles and individual online learning preferences*. Paper presented at the Association for Educational Communications and Technology (AECT) Annual Meeting, Anaheim, CA.
- 20. Yang, D. (2007, October). *Designing an online course: What does it take?* Paper presented at the Association for Educational Communications and Technology (AECT) Annual Meeting, Anaheim, CA.
- 21. Yang, D., & Richardson, J. C. (2006, October). A model for generating discipline-based guidelines for developing and delivering online courses. Paper presented at the Association for the Advancement of Computing in Education (AACE)'s E-Learn 2006: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HA.
- 22. Yang, D. (2006, October). *Using web-based resources to enhance teaching and learning*. Paper presented at Association for the Advancement of Computing in Education (AACE)'s E-Learn 2006: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HA.
- 23. Yang, D., & Dark, M. (2005, March). A service learning project of information security assessment of K12 school corporations. Paper presented at Association for the Advancement of Computing in Education (AACE) Society for Information Technology and Teacher Education (SITE) International Conference, Phoenix, AZ.

SELECTED SERVICE TO UNIVERSITY, STATE, NATIONAL, OR INTERNATIONAL UNITS (2005-2011)

- 1. University Committee Member, President's Task Force of Teaching and Learning with Technology
- 2. Editorial Review Board Member for the International Journal of Communications and Information Technology Education (IJICTE) – January, 2011 to December, 2013
- 3. Society of International Chinese in Educational Technology (SICET)- Assistant Director for Research and Public Relationship 2009-2011

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SUBJECT

First Reading, Proposed Amendments to Board Policy III.W., Higher Education Research

REFERENCE

June 17, 2010

The Board approved a second reading to Board Policy III.W. Higher Education Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The Board's Higher Education Research Policy, III.W., is intended to recognize Idaho's universities role as a driving force in innovation, economic development, and enhanced quality of life for Idaho. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the Idaho's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council (HERC) of the Idaho State Board of Education is responsible for advising the Board on the implementation of strategies that increase the quality and quantity of research in Idaho, encourage continued public and private support of research, enhance the quality and quantity of academic research produced, increase faculty eligible to compete for research funds, where appropriate, development of Idaho public institutions' research infrastructure and the development and implementation of a higher education statewide strategic plan for research.

In addition to HERC there are various other committees in Idaho with similar efforts and interests to increase research among Idaho's universities and public and private industry. In order to streamline those efforts, create efficiencies, and focus HERC's efforts further, refinements are needed to the composition of HERC's membership.

HERC's current structure consists of the Vice Presidents for Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); four non-institutional representatives, with consideration of geographic, private industry involvement, and other representation characteristics; and two ex-officio members consisting of the Chief Academic officer of the Board and a representative of the Idaho Department of Commerce. Proposed revisions to Board Policy III.W., Higher Education Research includes the following proposed representation on HERC:

- the Vice Presidents for Research from Boise State University, Idaho State University, and the University of Idaho;
- a representative of the Idaho National Laboratory (INL); and
- three non-institutional representatives, with consideration of geographic, private industry involvement, and other representation characteristics;

Other modifications include new language for the composition of a HERC executive committee, a rotating schedule of the HERC Chair, and a nominating process for vacancies on HERC.

IMPACT

Approval of the amendments to Board policy will provide HERC with the structure needed to effectively address policy and programs consistent with the current climate of academic research in the Idaho.

ATTACHMENTS

Attachment 1 - Proposed Amendments for Board Policy III.W., Page 3 Higher Education Research

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed amendments to Board Policy III.W. Higher Education Research as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.W., Higher Education Research to include the restructure of HERC.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 11, 2011

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: W. Higher Education Research

June 2010 October 2011

1. Higher Education Research Council

a. Purpose and Coverage

Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council of the Idaho State Board of Education (HERC) provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. The implementation of the higher education research policy of the Board will be the duty and responsibility of HERC. <u>HERC shall report annually to the Board on a schedule and in a format established by the Executive Director.</u>

b. The Role of Research in Higher Education

Research is the creative search for and application of new knowledge.

i. Philosophical Statements and Guiding Principles

The significant role science, technology and other research play in statewide economic development is also accompanied by a demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. To fulfill this role, HERC will direct and oversee the development, implementation, and monitoring of a statewide strategic plan for research. The development of a statewide strategic plan for research that will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry, and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty. This Policy is designed to assist the public baccalaureate and postbaccalaureate institutions in addressing these areas via appropriate research activities through:

- 1) individual and multi-disciplinary research projects;
- 2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- 3) collaborative relationships between academia and varied shareholders outside the academy.

The guiding principles are:

- to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- 2) to ensure accountability for the state's investment via demonstrable results.
- ii. Support of research activities with public funds is important because:
 - 1) Research is important in the education of students at all levels.
 - 2) Research plays an important role in maintaining and enhancing faculty quality.
 - 3) Academic research contributes to economic development.
- iii. The Board desires to increase the quality and quantity of research and to encourage continued public and private support of research in Idaho through application of the following principles:

The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.

Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.

- iv. The development and implementation of a statewide strategic plan for research is a vehicle for identification of research objectives and areas.
- c. Specific Funding Programs to Strengthen Research in Idaho

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

i. Infrastructure

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering, and other research infrastructure. Distribution of these funds will be made according to guidelines approved by HERC. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, startup funds for new hires, and incentives to reward faculty for their research achievements.

ii. Targeted Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

- 1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
- A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
- 3) Collaborative research projects are encouraged.

Guidelines for this program will be established by HERC, will incorporate an independent peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

iii. Research Centers

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by nonstate matching funds.

iv. State Matching Awards

Under this program State funds would be available to match those awarded by non-state sources by using an external peer review process. Examples of matching entities for the state matching funds would be:

- 1) Federal Agencies
- 2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
- 3) Foundations
- 4) Business and Industry
- 5) Other
- v. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on its productivity with respect to such items as:

- 1) number of students involved;
- 2) number of faculty involved;
- 3) external funding earned as a result;
- 4) publications in refereed journals;
- 5) presentations at professional meetings and conferences;
- 6) patents awarded or pending;
- 7) economic benefits; or
- 8) problem resolution.

Reporting procedures will be established and administered through HERC.

d. Responsibilities and Membership of the Higher Education Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategies, HERC will report to the Board through the Instruction, Research and Student Affairs Committee. The assigned responsibilities of HERC will include the following:

- i. direct and oversee the development of a higher education statewide strategic plan for research;
- ii. direct and oversee the use of Legislatively appropriated funds for higher education research;
- iii. determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
- iv. organize the review procedures for proposals submitted under the guidelines mandated and recommend to the Board which of these proposals should be funded;
- v. monitor the productivity of each funded project to warrant continued funding and to provide accountability.

The membership of HERC shall consist of:

- i. the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College;
- ii. a representative of the Idaho National Laboratory (INL); and
- iii. <u>fourthree</u> non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics; and
- iv. two ex-officio members consisting of the Chief Academic officer of the Board and a representative of the Idaho Department of Commerce.

The Board shall appoint the <u>fourthree</u> non-institutional representatives. The <u>fourthree</u> non-institutional representatives shall be appointed for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for three years. The appointments of the representatives of INL and the Department of Commerce shall be subject to approval of the Board. All members of HERC shall have equal voting privileges.

One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall hold a term in consecutive years.

Executive Committee:

The Executive Committee shall consist of the three Vice Presidents of Research.

e. Nominating Process

HERC shall nominate candidates for membership for Board consideration. The list of candidates, including letters of interest and biographical information, must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

i. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on HERC's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

- ii. Open Appointment
 - 1) <u>HERC members shall solicit nominations with consideration given to</u> <u>geographic, private industry involvement, and other representation</u> <u>characteristics.</u>

- 2) Each nominee must provide a written statement expressing his or her interest in becoming a member of HERC. Each nominee must also provide a description of his or her qualifications, and must identify his or her primary residence.
- 3) <u>HERC will review all nominations for the vacant position and will forward</u> <u>the qualified candidates with recommendations to the Board for</u> <u>consideration.</u>

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for HERC membership identified by the Board or its staff.

- 2. Experimental Program to Stimulate Competitive Research (EPSCoR)
 - a. Overview

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR shall be subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

b. EPSCoR Mission

Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University and Boise State University are Idaho EPSCoR partner institutions.

c. Idaho EPSCoR Committee

Idaho EPSCoR shall be guided by a committee appointed by the Board.

i. Duties and Responsibilities

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 11, 2011

The Idaho EPSCoR Committee shall serve under the direction of the Board and shall oversee the implementation of the Idaho EPSCoR program and office. The Idaho EPSCoR Committee is responsible for the selection and progress of EPSCoR projects funded by various federal agencies, in accordance with agency-specific guidelines. The committee shall establish policies and procedures to ensure that EPSCoR program goals and objectives are met. These policies and procedures shall be brought to the Board for approval. The committee will carry out the following EPSCoR objectives:

- 1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;
- 2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
- 3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
- 4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivates positive change and progression.
- ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. Additional meetings may be called by the chair or by request of three (3) or more committee members. The chair will appoint subcommittees as needed. The appointments are subject to review of the entire committee. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

The project director, under the direction of the chair, prepares the agenda, schedules each meeting of the committee and maintains a written record of the committee's activities.

iii. Membership

Committee membership shall be constituted to provide for geographic, academic, business and state governmental representation. The committee shall consist of sixteen (16) members with voting privileges, composed of the following:

- 1) The Vice President for Research or Chief Research Officer at the University of Idaho, Idaho State University, and Boise State University;
- 2) One member from each chamber of the Idaho state legislature;
- 3) One representative from Idaho National Laboratory;
- 4) One representative from the Idaho Department of Commerce such individual shall be focused on economic development;

5) The remainder shall be representatives of the private sector who have a stake in developing the state's research infrastructure or who have experience in innovation and entrepreneurial activities, applied research and development, management and finance, or community economic development.

In addition, one representative of the Governor's office and one member of the Board shall serve on the committee as ex officio members without voting rights.

iv. Nominating Process

The Idaho EPSCoR Committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment and is eligible to continue serving, the nominating committee shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

- 2) Open Appointment
 - a) The EPSCoR committee on behalf of the Board will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho EPSCoR Committee.
 - b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
 - c) The EPSCoR committee will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to identify the most qualified candidates for Board consideration.
 - d) The EPSCoR committee will forward the qualified candidates, in order of preference, to the Board for consideration. The Board may provide for interviews of the candidates, if needed.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 11, 2011

The Board may, after review of the candidates nominated by the committee pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

v. Terms of Membership

Committee members shall serve five-year terms. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments will be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year. An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.

d. Reporting

The committee shall prepare an annual report to the Board that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

e. Idaho EPSCoR Office

Within guidelines specified by NSF and this policy, the EPSCoR committee shall determine and select an Idaho EPSCoR partner institution to serve as the lead institution which will house the project director for purposes of administering Idaho EPSCoR and providing support and resources to the Idaho EPSCoR Committee.

f. Idaho EPSCoR Project Leadership

The project director and any associate project directors are selected by and serve under the direction of the Idaho EPSCoR Committee.

The project director shall be a tenured faculty member of an Idaho EPSCoR partner institution whose qualifications must include: a successful research track record (grants and professional publications) in science or engineering, experience in research management and academic administration, and a successful record of dealing with various segments of academic institutions, government, industry, and the public.

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DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Second Reading, Proposed Amendments to Board Policy III.V, Section 3, Associate of Applied Science Degree

REFERENCE

June 22, 2011

First Reading, Board Policy III.V, Section 3, Associate of Applied Science Degree approved.

BACKGROUND/DISCUSSION

The Board approved a first reading of policy III.V., Section 3, Associate of Applied Science degree at the June Board meeting. The proposed changes consisted of reducing the number of general education credits from sixteen (16) to fifteen (15) credits and updating the title of the AAS degree core areas to bring then in alignment with Northwest Commission on Colleges and University (NWCCU) terminology. The 15 credit minimum would better align with student course taking patterns and the 3-credit course format. This would also create flexibility in student choice of courses and make the general education requirement more streamlined and cost effective for AAS degree majors. There have been no changes since the first reading.

IMPACT

The proposed policy changes will update Board policy to reflect the new general education requirements for an Associate of Applied Science degree.

ATTACHMENTS

Attachment 1 – Board Policy III.V

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Division of Professional-Technical Education and Board staff recommend approval of the second reading of Board Policy III.V., Section 3, Associate of Applied Science Degree as presented.

BOARD ACTION

I move to approve the second reading of Board Policy III.V.3., Associate of Applied Science Degree as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 11, 2011

Idaho State Board of EducationGOVERNING POLICIES AND PROCEDURESSECTION:III. POSTSECONDARY AFFAIRSSUBSECTION:V. Articulation and Associate Degree Policy

August 2011

1. Statewide Articulation

a. Associate of Arts and Associate of Science Degrees

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree

The lower division general education core requirement must fit within the following credit and course requirements and must have a minimum of thirty-six (36) credit hours.

		Required Courses	Minimum Credits
a.	<u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	1	2
b.	English Composition In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
C.	Behavioral and Social ScienceCoursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research.Disciplines:Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. Note:Note:Courses must be distributed over two (2) different disciplines.	2	6
d.	<u>Humanities, Fine Arts, and Foreign Language</u> Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. <u>Disciplines</u> : Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6
e.	Natural ScienceCoursework in this area: (1) provides an understanding of how the biologicaland physical sciences explain the natural world and (2) introduces the basicconcepts and terminology of the natural sciences.Disciplines:Biology, Chemistry, Physical Geography, Geology, and Physics.Note:Courses may be distributed over two (2) different disciplines and musthave at least one (1) accompanying laboratory experience.	2	7

	Required	Minimum
	Courses	Credits
f. <u>Mathematics</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines</u> : College Algebra, Calculus, Finite Mathematics, and Statistics.	1	3

3. Associate of Applied Science Degree.

This professional-technical degree requires a minimum of 15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A., A.S., and baccalaureate degrees.

		Required Courses	Minimum Credits
a.	English/Communication In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.	2	6
b.	Mathematics/ComputationCoursework in this area is intended to develop logical reasoning processes;skills in the use of space, numbers, symbols, and formulas; and the ability toapply mathematical skills to solve problems.Disciplines:CollegeAlgebra,Calculus,FiniteMathematicalStatistics.An AppliedMathematics courseAn AppliedMathematicsComparable to a traditional mathematics course.	1	3
C.	<u>Social Science/Human Relations</u> Coursework in this area provides the student with the skills needed for understanding individuals in the work placeand the functioning of thought and behavior. <u>Disciplines:</u> Human Relations, Psychology, and Sociology	1	3
d.	<u>Elective</u> Coursework in this area may come from any general education core requirement as listed in III.V.2.	1	3

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SUBJECT

Second Reading, Proposed Amendments to Board Policy III.M., Public Postsecondary Accreditation

REFERENCE

June 22, 2011

First Reading, Board Policy III.M., Public Postsecondary Accreditation approved

BACKGROUND/DISCUSSION

The Board approved a first reading of policy III.M., Public Postsecondary Accreditation at the June 2011 Board meeting. The proposed changes to this policy include the deletion of references to Board recognized accrediting agencies and institutions as these requirements are addressed in IDAPA 08.01.11 Registration of Postsecondary Educational Institutions and Proprietary schools. Board policy is specific to the institutions they govern.

Additional changes update Board policy to reflect the current Northwest Commission on Colleges and Universities (NWCCU) institutional reporting requirements for accreditation. There have been no changes since the first reading.

IMPACT

The proposed policy changes will update Board policy to reflect the new NWCCU processes and procedures for institutional reporting on accreditation standards and requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.M., Public Postsecondary Accreditation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the second reading of Board Policy III.M., Public Postsecondary Accreditation.

BOARD ACTION

I move to approve the second reading of Board Policy III.M., Public Postsecondary Accreditation as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 11, 2011

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS M. Public Postsecondary Accreditation

August 2011

Institutions under the governance of the Board are evaluated by the Northwest Commission on Colleges and Universities (NWCCU) based on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. Institutions will follow the process prescribed by NWCCU and shall update the Board as to the content and status of their self evaluation at each stage of the reporting cycle.

Board members shall be provided with opportunities to participate in the evaluation process. Prior to a formal NWCCU accreditation visitation to an institution (Three-Year and Seven-Year visits), the institution president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during the visit. At a minimum, the Board's Executive Director (or designee) and three Board members shall visit the NWCCU self-study team during each seven-year visitation to an institution. Board member participation for the Three-year visits will be determined by the Board's Executive Director upon consultation with the NWCCU review team.

Copies of the NWCCU seven-year accreditation self-study completed by an institution under the governance of the Board shall be submitted to the Board's Executive Director at the same time the report is forwarded to the NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board at a regularly scheduled meeting prior to its submission to the NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to the NWCCU.

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