

**STATE DEPARTMENT OF EDUCATION  
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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT’S UPDATE</b>	Information Item
<b>2</b>	<b>UPDATE ON ACCREDITATION IN IDAHO AND THE MERGER BETWEEN THE NORTHWEST ACCREDITATION COMMISSION AND ADVANCED ED</b>	Information Item
<b>3</b>	<b>PROPOSED RULE – IDAPA 08.02.03.105 - RULES GOVERNING UNIFORMITY - HIGH SCHOOL GRADUATION</b>	Motion to Approve
<b>4</b>	<b>PROPOSED RULE – IDAPA 08.02.023, .024, .026, .028 - RULES GOVERNING UNIFORMITY</b>	Motion to Approve

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**BACKGROUND/DISCUSSION**

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

**BOARD ACTION**

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

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**SUBJECT**

Update on Accreditation in Idaho and the Merger Between the Northwest Accreditation Commission and the AdvancEd.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative code, IDAPA 08.02.02 – Section 140, Accreditation

**BACKGROUND/DISCUSSION**

In accordance with IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited by the Northwest Accreditation Commission. At their December, 2011 Annual Meeting, The Board of Trustees of the Northwest Accreditation Commission (NWAC), approved bylaws to establish NWAC as an accreditation division of AdvancED. Under this agreement, the NWAC will continue to operate as a 501(c) 3, but as a division of AdvancED, operating under AdvancED processes, procedures and accreditation standards. The Commissioners representing the state of Idaho and the Idaho Accreditation Committee voted against this motion as they felt more time was needed to explore the ramifications of this merger. Like the NWAC, AdvancED is an accrediting organization that focuses on accreditation as a tool for school improvement and to drive continuous improvement in schools. With the addition of the NWAC, AdvancED now serves nearly 30,000 public and private schools and districts in over 70 countries.

The Northwest Accreditation Commission, established in 1917, is one of the six regional accrediting bodies in the United States and serves schools, systems and education providers in seven states including Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The NWAC joins two other regional accrediting bodies, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) as an accreditation division of AdvancED.

On March 5th and 6th, The Idaho State Accreditation Committee met to evaluate the merger between NWAC and AdvancED and to make a recommendation to Superintendent of Public Instruction Tom Luna on what direction they would like to see Accreditation in Idaho take. While they explored the possibility of pulling out of the NWAC and establishing a state accreditation process or merging with a different regional accrediting organization, the committee voted unanimously to recommend that Idaho maintain their current relationship with NWAC and AdvancED. The remainder of the two day meeting focused on transitioning from NWAC procedures and processes to those established under AdvancED. Those transition plans include, but were not limited to:

- Establishing a timeline for transitioning from NWAC accreditation standards and processes to those of AdvancED,

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- Scheduling a summer conference to educate Idaho administrators on the new accreditation processes under AdvancED,
- Restructuring the Idaho Accreditation Committee in accordance with the AdvancED bylaws,
- AdvancED advertising and hiring a full time director and half-time administrative assistant to serve and support the accreditation process in Idaho.

The merger between NWAC and AdvancED takes effect on July 1, 2012. Since NWAC will be an accrediting division of AdvancED, there is no need to make any changes to Administrative Rule and all Idaho schools will still be accredited by Northwest throughout the transition and in the future.

**ATTACHMENTS**

Attachment 1 – Letter from AdvancEd CEO Mark Elgart

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**BOARD ACTION**

I move to accept the recommendation by the State Accreditation Committee for Idaho to maintain its current accreditation relationship with the Northwest Accreditation Commission.

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Tuesday, December 20, 2011

Superintendent Thomas R. Luna  
Idaho Department of Education  
650 West State Street  
PO Box 83720  
Boise, Idaho 83720-0027

Dear Superintendent Luna,

Thank you again for your interest regarding the new partnership between the Northwest Accreditation Commission (NWAC) and AdvancED. As you may know, the NWAC Commission and Board of Trustees officially approved the new relationship with AdvancED at its Annual Meeting in Portland, Oregon on Monday, December 5, 2012. Idaho was well represented in the process and the representatives from Idaho are looking forward to working with AdvancED but also in continuing to serve the schools in Idaho in cooperation with the Idaho Department of Education.

Since our conference call on Wednesday, November 30, 2012 with you and key members of your staff we have reviewed the WISE tool used by Idaho schools for school improvement as well as drafted the requested assurances (provided below) for the Idaho State Department of Education. Our responses below are based on the questions posed during the conference call. Please review our responses and let me know if you have any remaining concerns that you would like addressed in writing.

1. Concern that the current value of accreditation in the state of Idaho does not become cumbersome and of less value.

There is a history with AdvancED providing the effort and support that focus on this very issue. The work of AdvancED to move from a model of reaffirming accreditation to reinventing accreditation by focusing on providing the tools, resources, and processes that facilitate school improvement directly responds to this issue. The tools and resources being created and introduced system wide are developed to make accreditation a meaningful vehicle for school improvement, yet not increase the work load and time devoted to accomplishing the accreditation efforts.

2. There has been no response to the questions asked on previous occasions.

There were two committees operating during this period of information sharing leading up to NWAC adopting revised by-laws making it a division of AdvancED. The first is the Governance committee working with the bylaws, and governance systems for the business part of the operation and the second the Operations Team. One of the Operation's Team charges was to create a FAQ list to be reported at the NWAC Commission meeting. That list was developed from questions asked at the many input opportunities over the past

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several weeks. NWAC state directors received a copy in advance of the Commission meeting. In addition every Commission member received a copy of the lengthy Question and Answer document in preparation for the meeting. At the Commission meeting, all members of the Commission and staff were able to ask questions in an extended session to ensure that every question and concern was appropriately addressed.

Questions:

1. Charter schools need the initial year of accreditation, is that possible with AdvancED?

We will continue the Provisional Accreditation process currently available to schools in Idaho. New charter schools connected with states and districts need and may obtain accreditation immediately as long as they agree to complete a self-study and QAR visit within the first three years of operation. Charter schools and private schools independent of the state and districts may become accredited immediately if there is a jurisdictional authority requiring accreditation such as a state education agency or athletic association.

2. How can Idaho principals and schools avoid duplication of efforts since Idaho currently uses the WISE program and Schoolnet for data management and school improvement purposes and AdvancED uses its own ASSIST program? NWAC allows for the Idaho systems to be the tools used for data management.

The WISE program will satisfy the school improvement requirement that currently exists for all NWAC schools. AdvancED has the same requirement as NWAC in this area. Therefore the use of the WISE tool will not require a duplication of effort by Idaho schools. The AdvancED ASSIST provides tools and resources that support both accreditation and school improvement activities for schools and districts. Only the accreditation activities in ASSIST will be required in Idaho similar to what NWAC requires today. The accreditation specific activities include the preparation for a site visit (scheduling, appointment of team members, standards review, accreditation assurances, and the review team report).

3. There is concern about the increased cost of accreditation with AdvancED and the impact on small rural schools.

For the first transition year and perhaps the second there will not be a change in fee payments. After the transition period, the cost will go up approximately \$100 for smaller schools. However the cost to larger schools will be reduced. State offices will have to provide the kind of increased support and service that will show schools that the increase is worth it. The ownership of this systemic change is on the state offices to conduct accreditation and provide customer support. The AdvancED staff is available to help, support, and provide materials and resources, such as ASSIST. NWAC and AdvancED historically have had the lowest fee structure in the country and this will be sustained in the new partnership.

4. Idaho sees a lack of representation in decision making situations. How can AdvancED address this concern? With NWAC there were at least four representatives on the commission and others serving on/or ad-hoc committees. What can be done about this concern?



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There will be one state representative on the AdvancED commission, one regional representative on the AdvancED Board of Trustees, and the state director will represent the state office operation at all workshops, trainings staff meetings and for other business. The regional director will represent NWAC in AdvancED's Senior Leadership group. There are all-staff meetings and other training opportunities for state council members and state representatives. Idaho will enjoy the same level of representation as any other state including those states that are much larger than Idaho.

5. How will AdvancED handle the third party relationships with the partner agencies in order for the same kind of relationship exist as in the NWAC model?

All third party agreements with NWAC will remain in effect as they are. This means that third party schools will be using their own agency's protocol for conducting accreditation as they have been and the cooperative agreements providing for that practice will be retained. There has been no discussion of changes and any discussions of changes in agreements would be handled through the NW Region AdvancED office and the third party agency.

6. What happens to the money that is currently earmarked for the Idaho State Committee when NWAC becomes a division of AdvancED?

Money currently designated as state money may be used by the state for conducting accreditation services and support for accreditation efforts. It cannot be used for salaries, and operations of state offices.

7. If Idaho does not support going with AdvancED how will the funds currently available to the Idaho State Committee be handled? Will they be available for Idaho use?

This is a topic that would have to be directed to the Board of Trustees as the money belongs to NWAC and the distribution of it is according to current policies and regulations relevant to non-profit associations.

In closing, we are committed to honoring the current agreement between the Idaho Department of Education and NWAC. The new partnership between AdvancED and NWAC should enhance the capacity of our Idaho State Office and State Committee to provide services and support for Idaho schools to successfully engage in the accreditation process as a primary vehicle for improvement. On behalf of NWAC and AdvancED, I want to assure you that we will work collaboratively and cooperatively with you and your staff to ensure a seamless transition.

Sincerely,

*Mark A. Elgart*

Mark A. Elgart, Ed.D., President/CEO  
AdvancED

- cc. Leonard Paul, NWAC and AdvancED Regional Director  
Vicki Reynolds, Idaho State Director  
Robert Donaldson, Idaho State Chair

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**SUBJECT**

Revision to IDAPA 08.02.03.105 to allow students an opportunity to apply to their local board of trustees for a waiver of the requirements outlined in Paragraph 105.01.d.iv.

**REFERENCE**

February 16, 2012                      The Board approved an extension for high school Graduation requirements Idaho Administrative Code, IDAPA 08.02.03.105.01 for one student.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

**BACKGROUND/DISCUSSION**

In 2007, the State Board of Education approved a number of revisions to IDAPA 08.02.03.105 that were collectively known as High School Redesign. These revisions, in part, require students to take three years of Mathematics. Two of the six credits must be taken in the student's final year of high school.

Recently, during the February 16 State Board Meeting held at Boise State University, the Boise School District brought three appeals forward, requesting that three students be allowed to waive the requirements outlined in IDAPA 08.02.03.105.01.d.iv which require that two credits of the required six credits of mathematics be taken in a student's last year of high school. At that time, the State Board requested that the State Department of Education put together a temporary and proposed rule that would allow the local school board to waive this requirement if a student had met a certain level of proficiency in mathematics and thereby meeting the intent of the rule. This amendment is in response to that request. The revised rule allows students to petition their local board of trustees to be exempt from the requirement that they take a math course in their last year of high school as outlined in Paragraph 105.01.d.iv. To be eligible for this waiver, a student must have met all of the following criteria:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry,
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school,
- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher.

This rule is being brought forth as a temporary and proposed since students who will be required to take mathematics in their senior year will be registering for classes this spring.

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**IMPACT**

If approved, students will be able to appeal to their local school district board of trustees to not take math in their senior year of high school if they have meet the requirements as outlined in the proposed revisions.

**ATTACHMENTS**

Attachment 1 – Proposed changes to IDAPA 08.02.03 – Section 105      Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved a pending rule (docket 08.02.03.06.05) amending the state high school graduation requirements at the November 1, 2006 Special Board Meeting. These changes included the requirement that students take two credits of math during their last year of high school. This requirement was in part due to a recommendation from the Accelerated Learning and Preparation for Postsecondary Education Task Force created by the Board in 2005. The purpose of increasing math requirements at the high school level was twofold, to increase rigor and to better prepare students for postsecondary education. This was to be attempted not only through increasing the number of credits required but also by requiring students take math during the senior year.

**BOARD ACTION**

I move to approve the temporary proposed rule to Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements as submitted, effective April 18, 2012.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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IDAPA 08.02.03.105

**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.c. through 105.01.h. (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.** A student 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 unless the student petitions the LEA or local school board of trustees.

v. A student who meets the following minimum criteria may petition the LEA or local board of trustees to be exempt from the requirement to take two (2) credits of math during their last year of high school:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry.
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school.

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- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher.

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**SUBJECT**

Proposed Rule - IDAPA 08.02.02.023, .024, .026, .028, Rules Governing Uniformity

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1254, 33-1258, and 33-114, Idaho Code

**REFERENCE**

August 11-12, 2010

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

**BACKGROUND/DISCUSSION**

**08.02.02.023.10 Endorsements E - L Health (6-12 or K-12)**

This rule clarification is in response to a simple oversight. The 2011 approved language currently indicates that all candidates, regardless of the endorsement grade level, shall take an elementary health methods course. The intent of the endorsement is that only candidates seeking the K-12 option shall take an elementary methods course, which this change reflects.

**08.02.02.024.07 Endorsements M - Z Physical Education (PE) (6-12 or K-12)**

This rule clarification is in response to a simple oversight. The language currently indicates that all candidates, regardless of the endorsement grade level, shall take an elementary PE methods course. The intent of the endorsement, and common practice since its approval in 2007, has been that only candidates seeking the K-12 option shall take an elementary PE methods course, which this change reflects.

**08.02.02.026.03 Director of Special Education and Related Services Endorsement (Pre-K-12)**

The Standards Committee of the Professional Standards Commission discussed feedback received in response to a recent Idaho Association of School Administrators (IASA) sponsored survey regarding the current Director of Special Education endorsement. Currently, the endorsement allows educators without direct special education experience to become endorsed as Directors of Special Education. Approximately 68 percent (68%) of special education staff and administrators surveyed agreed that Special Education Directors should have at least 3-4 years of direct experience serving special needs students.

The Professional Standards Commission approved the Standards Committee's recommendation to request a minimum of three years of classroom experience working with special needs populations in order to qualify for the Special

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Education Director endorsement and, therefore, requested that Department of Education staff clarify IDAPA language to reflect this requirement and submit it to the State Board of Education for final approval.

**08.02.02.028.02 Generalist Endorsement (K-12)**

Department of Education staff recently noted that the IDAPA language for the special education Generalist K-12 endorsement does not specify that an internship is required, but it is implied, and is common practice. The Standards Committee of the Professional Standards Commission requested that State Department staff add the necessary clarifying language “field work to include an internship and student teaching in a special education setting” to the Generalist K-12 endorsement language in IDAPA, 08.02.02.028.02.

The full Commission approved the Standards Committee’s recommendation to clarify the field work requirement and, therefore, requested that Department of Education staff clarify IDAPA language to reflect this requirement and submit it to the State Board of Education for final approval.

**ATTACHMENTS**

Attachment 1- Proposed changes to IDAPA 08.02.02.023, .024, .026, .028Page 3

**BOARD ACTION**

I move to approve the proposed rule to Idaho Administrative Code amendment to IDAPA 08.02.02.023, .024, .026, and .028, Rules Governing Uniformity as submitted, effective April 18, 2012.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

**000. LEGAL AUTHORITY.**

All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

**(BREAK IN CONTINUITY OF SECTION)**

**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)

**04. English as a New Language (ENL) (K-12).** Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ENL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/Identification of Limited English Proficient Students; one (1) semester credit in ENL Practicum or Field Experience; and three (3) semester credit hours in an ENL related elective. (3-30-07)

**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

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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. Remaining course work must be in the area of gifted 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. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (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)

**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 Education Media 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

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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)

**024. ENDORSEMENTS M - Z.**

**01. Marketing Technology Education (6-12).** (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

**02. Mathematics - Basic (6-12).** Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

**03. Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

**04. Music (6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)

**05. Natural Science (6-12).** Follow one (1) of the following options: (4-7-11)

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

**06. Physics (6-12).** Twenty (20) semester credit hours in the area of Physics. (3-16-04)

**07. Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; ~~Elementary PE Methods~~; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or

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Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. ~~(3-30-07)~~

- 08. Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)
- 09. Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)
- 10. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04)
- 11. Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)
- 12. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 13. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
- 14. Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)
- b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

### (BREAK IN CONTINUITY OF SECTION)

#### **026. ADMINISTRATOR CERTIFICATE.**

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

- 01. School Principal Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)
- a.** Hold a master's degree from an accredited college or university. (3-16-04)
- b.** Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)
- c.** Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)
- d.** Provide verification of completion of a state-approved program of at least thirty (30) semester

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credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

- e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

**02. Superintendent Endorsement.** To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

- a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

- b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

- c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)

- d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

- e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

**03. Director of Special Education and Related Services Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

- a. Hold a master's degree from an accredited college or university. (3-16-04)

- b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. A minimum of three (3) years of classroom experience working with special needs populations is required. (3-16-04)

- c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

- d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3-30-07)

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e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

**(BREAK IN CONTINUITY OF SECTION)**

**028. EXCEPTIONAL CHILD CERTIFICATE.**

Holders of this certificate work with children who have been identified as having an educational impairment.

(3-16-04)

**01. General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)

**02. Generalist Endorsement (K-12).** The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: ~~(3-16-04)~~

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

**03. Early Childhood Special Education Endorsement (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. (4-7-11)

**04. Hearing Impairment Endorsement (K-12).** Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must

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have satisfied the following requirements: (4-11-06)

- a.** Completion of a baccalaureate degree from an accredited college or university; (4-11-06)
- b.** Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)
- c.** Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)
- d.** Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

**05. Visual Impairment Endorsement (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

- a.** Completion of a baccalaureate degree from an accredited college or university; (4-11-06)
- b.** Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)
- c.** Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)
- d.** Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

**(BREAK IN CONTINUITY OF SECTION)**

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