

STATE BOARD OF EDUCATION MEETING
February 20-21, 2013
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho



Wednesday February 20, 2013, 1:00 p.m., Boise State University, Student Union Building, Boise, Idaho

WORKSESSION

- A. Complete College Idaho Plan

EXECUTIVE SESSION (Closed to the Public)

Boise State University

- TAB 1. I move to go into Executive Session pursuant to Idaho Code §67-2345(1)(c) – “to conduct deliberations . . . to acquire an interest in real property which is not owned by a public agency”

Board of Education

- TAB 2. I move to go into Executive Session pursuant to Idaho Code §67-2345(1)(d) and (f) – “to communicate with legal counsel ... to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated” and “to discuss records that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code.”

Thursday February 21, 2013, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

BOARDWORK

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

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION II – FINANCE

1. University of Idaho – Easement to Idaho Power Company at the Kimberly Research and Extension Center

IRSA

2. Approval to Discontinue Professional-Technical Education Programs
3. EPSCoR Appointment
4. Accountability Oversight Committee Appointment

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report
2. Presidents' Council Report
3. Idaho Public Charter Commission – Annual Report
4. Student Appeal Request
5. Boise State University – Facility Naming
6. Board Governing Policy and Procedures – Bylaws
7. Board Governing Policy and Procedures – Second Reading, I.K. Facilities Naming
8. Board Governing Policy and Procedures – First Reading I.P.
9. STEM Education Strategic Plan
10. State Board of Education Strategic Plan
11. Alcohol Permits

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Waiver of Board Policy III.Q. Admission Standards
2. Idaho State University – Expansion of Master of Physician Assistant Program
3. Idaho State University – Doctor of Nursing Practice
4. Boise State University – Doctorate of Nursing Practice
5. Boise State University – Adult-Gerontology Nurse Practitioner Program
 - a. Master of Adult-Gerontology Nurse Practitioner
 - b. Master of Adult-Gerontology Nurse Practitioner – Acute Care
 - c. Master of Adult-Gerontology Nurse Practitioner – Primary Care

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.H. – Coaching Personnel – First Reading
2. Idaho State University – Multi-Year Employment Agreement – Head Women's Soccer Coach

Section II – Finance

1. Amendment to Board Policy – Sections V.A., V.C., & V.Q. – Misc. Receipts - Second Reading
2. Amendment to Board Policy – Section V.R. – Establishment of Fees - Second Reading
3. Intercollegiate Athletics – Financial Reports
4. Intercollegiate Athletics – Employee Compensation Reports
5. Boise State University – Foundation Land Exchange Agreement – Addition of Parcels
6. Idaho State University – Establishment of the Bengal Pharmacy LLC
7. University of Idaho – Niccolls Family and Consumer Sciences Building Renovations
8. University of Idaho – Student Union Building Renovations
9. University of Idaho – Reimbursement Resolution – Integrated Research and Innovation Center

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Changing Graduation Rate Calculation
3. Elementary and Secondary Education Act Waiver, Idaho Star Rating system Reward Schools

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 20, 2013**

SUBJECT

Complete College Idaho Initiatives update

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 year olds would have a postsecondary degree or certificate of one academic year or greater by 2020. Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho Team attended the Complete College America Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan); staff then garnered both public and private input regarding the proposed CCI Plan. The final version of the CCI Plan was approved by the Board at their June 2012 meeting.

Since that time significant work has begun in collaboration with the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the Five Strategies contained within the CCI plan.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 20, 2013

IMPACT

The CCI Plan focuses on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. 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. The postsecondary degree and certificate projections and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan sets priorities for implementing the Board's strategic plan, including the Board's educational attainment goals.

ATTACHMENTS

Attachment 1 – Complete College Idaho Plan (CCI)	Page 3
Attachment 2 – CCI Initiatives Timeline	Page 23
Attachment 3 – University of Idaho Proposal	Page 33
Attachment 4 – Idaho State University Proposal	Page 41
Attachment 5 – Boise State University Proposal	Page 47
Attachment 6 – Lewis-Clark State College Proposal	Page 59

STAFF COMMENTS AND RECOMMENDATIONS

Staff will provide an update on the initiatives that support the Five Strategies in the Complete College Idaho Plan to provide an opportunity for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

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



Complete College Idaho

**A Plan for Growing Talent to Fuel Innovation and
Economic Growth in the Gem State**

June 2012

Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option.*

We must grow talent in our state to fuel innovation and compete economically.

Don Soltman
Vice President
State Board of Education

Sen. Russ Fulcher
Idaho
Senate

Rep. Mack Shirley
Idaho
House of Representatives

Roger Brown
Office of the Governor

Dr. Mike Rush
Office of the State Board
of Education

Selena Grace
Office of the State Board
of Education

Dr. Doug Baker
University of Idaho

Dr. Jeff Fox
College of Southern Idaho

Byron Yankey
Idaho Business Coalition
for Education Excellence

Jessica Piper
Office of the State Board
of Education

Basic facts about economic success in the 21st century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.¹

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses ... [and] the economic and social well-being of the state."²

In addition to the basic skills necessary to be productive, 21st century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

¹ <http://www.bls.gov/cps/cpsaat07.pdf>

² Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012.
<http://www.legislature.idaho.gov/oep/publications/reports/r1201.html>.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.³ That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.⁴ Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income

Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.

families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.^{5, 6}

This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

³ <http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf>

⁴ Georgetown University Center on Education and the Workforce: <http://cew.georgetown.edu/jobs2018/>

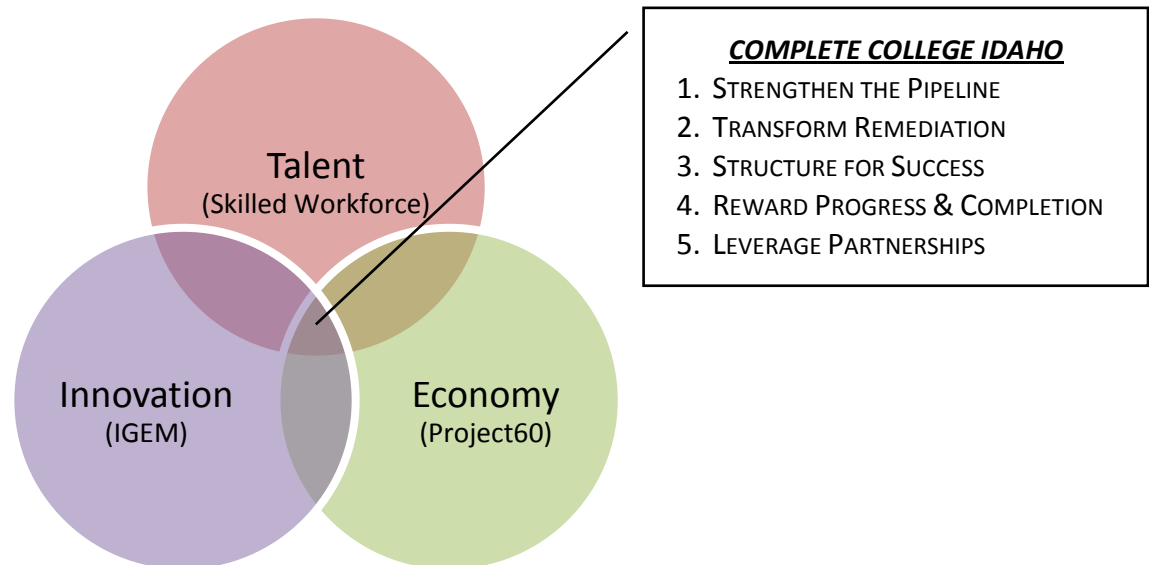
⁵ U.S. Census 2010: Idaho. <http://2010.census.gov/2010census/data/>

⁶ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho's future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	<ul style="list-style-type: none"> • Ensure College and Career Readiness • Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers • Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	<ul style="list-style-type: none"> • Clarify and Implement College and Career Readiness Education and Assessments • Develop a Statewide Model for Transformation of Remedial Placement and Support • Provide three options: Co-requisite model, Emporium model, or Accelerated model
STRUCTURE FOR SUCCESS	<ul style="list-style-type: none"> • Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options
REWARD PROGRESS & COMPLETION	<ul style="list-style-type: none"> • Establish Metrics and Accountability Tied to Institutional Mission • Recognize and Reward Performance • Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	<ul style="list-style-type: none"> • Strengthen Collaborations Between Education and Business/Industry Partners • College Access Network • STEM Education

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy "Strengthen the Pipeline." An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college

mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

STRENGTHEN THE PIPELINE

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21st century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation's *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

Education beyond high school should be the norm, not the exception

Statewide Initiatives	
Initiative	Activities to Support Initiative
Ensure College and Career Readiness	Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)
	Incorporate mandatory college readiness assessments in middle school and junior year of high school
	Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness
	Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)
	Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)
Support Accelerated High School to Postsecondary and Career Pathways	Increase and improve management and delivery of Tech Prep and Dual Credit programs <ul style="list-style-type: none"> • Evaluate current Tech Prep and Dual Credit policies and practices • Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation • Provide more 2+2 opportunities

STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative (CCTI)** began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.⁷ With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

⁷ College Board – The College Completion Agenda. <http://completionagenda.collegeboard.org/state-performance/state/idaho>

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Ensure College and Career Readiness	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
Support Accelerated High School to College and Career Pathways	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

TRANSFORM REMEDIATION

Remediation in its current form is ineffective

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What's more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	<ul style="list-style-type: none"> Complete Institutional Readiness Inventory Evaluation Evaluate efficacy of current student placement and success Determine appropriate mechanisms to assess student readiness for college-level work Articulate content area competencies and student learning outcomes
	<ul style="list-style-type: none"> Determine common statewide placement tests and levels (e.g., SAT,

Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) <ul style="list-style-type: none"> Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

STATEWIDE INITIATIVES

As stated under “Strengthen the Pipeline,” the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. “The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready.”⁸ A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students’ success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

⁸ http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf

STRUCTURE FOR SUCCESS

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.⁹ Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

**Delivery of education
must be restructured for
today's students**

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees <ul style="list-style-type: none"> - Create a course equivalency guide focused on multi-institution transfer and articulation
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.¹⁰

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide**. This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

⁹National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions." <http://nces.ed.gov/pubs2005/2005157.pdf>

¹⁰ Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.

agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.¹¹ A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

¹¹ <http://www.aacu.org/leap/>

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Default Program/Curriculum Options	Adopt “block scheduling” model at the undergraduate level
Package Certificates and Degree Programs for Accelerated Completion	Create an affordable, “no-frills” degree option that takes less time and less campus-based resources (Rec. Center, etc.)
Adult Reintegration/Near Completers	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
Cost Effective Delivery Option for Students in Eastern Idaho	Expand availability of general education core classes at 2-year tuition rates
Early Warning System	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

REWARD PROGRESS AND COMPLETION

Idaho's investment in 4-year public higher education has gone from \$285.1M in FY2009 to \$209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today's global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Establish Metrics and Accountability Tied to Institutional Mission	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
Recognize and Reward Performance	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
Redesign the State's Current Offerings of Financial Support for Postsecondary Students	Redesign statewide scholarships to enhance student access and completion

STATEWIDE INITIATIVES

Performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state

scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

LEVERAGE PARTNERSHIPS

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation's students work more than 35 hours a week, and 23% of all college students have children.^{12, 13}

Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
College Access Network	Develop a statewide network that links agencies, organizations, and businesses
STEM Education	Develop a statewide strategic plan for K-20 STEM education in Idaho

Collaborative efforts between education and the business community, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under "Strengthen the Pipeline." Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

¹² U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, "Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success." Demos, 2009.

¹³ U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.

The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

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Timeline Notes:

The items and dates suggested are proposed by Board staff. In doing so, staff recognizes that they do not have complete knowledge of all existing plans and resources.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	<ul style="list-style-type: none"> Ensure College and Career Readiness (Common Core State Standards) Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	<ul style="list-style-type: none"> Clarify and Implement College and Career Readiness Education and Assessments (Assessment & Placement) Develop a Statewide Model for Transformation of Remedial Placement and Support Provide three options: Co-requisite model, Emporium model, or Accelerated model (Delivery)
STRUCTURE FOR SUCCESS	<ul style="list-style-type: none"> Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options (Gen. Ed)
REWARD PROGRESS & COMPLETION	<ul style="list-style-type: none"> Establish Metrics and Accountability Tied to Institutional Mission (Performance Based Funding Initiative-PBFI) Recognize and Reward Performance (PBFI) Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	<ul style="list-style-type: none"> Strengthen Collaborations Between Education and Business/Industry Partners College Access Network STEM Education

	Common Core State Standards
	Assessment
	Delivery
	General Education
	Performance Based Funding

	Date	Item	Comment	Category	Respon. Party
	July 2012	Develop principles that will guide process		PBFI	Matt
	Oct 2012	Examine current base-plus appropriation methodology	how allocations are currently made; what incentives and disincentives exist in current policies and practices; and the principles that should guide future allocations	PBFI	Matt
	October 2012	Propose the Gen Ed Process and timeline		Gen. Ed.	Selena
	October 2012	Readiness Inventory and Assessment Completed; Analysis of the Institutional Readiness Inventory Evaluation	Basic Information: Courses that need to be redesigned, sections and students impacted; how they are currently using technology in delivery; what they currently use to place students; courses that have been redesigned in the last two years; processes used; institutional support of change; what technology support is available?	Delivery	Selena, Dana
	November 2012	Propose the Gen. Ed. Framework		Gen. Ed.	Selena
	February 2013	Develop framework and definitions for all three models.		Delivery	Selena, Dana
	November 2012	Examination of models, data, and information from other institutions which might help inform the development of a new budget model		PBFI	Matt
	December 2012	Board decides to use two system-wide metrics for the Performance Based Funding Model		PBFI	Matt
	December 2012	Prepare input for Metric decision: <u>Graduate Production Cost per successfully completed weighted student credit hour/student</u>	<u>Graduate Production</u> <ul style="list-style-type: none"> Defined as the count of distinct students receiving awards during the academic year (Summer-Fall- 	PBFI	Matt

	Date	Item	Comment	Category	Respon. Party
			<p>Spring) as opposed to the count of degrees awarded.</p> <ul style="list-style-type: none"> • Uses absolute numbers in lieu of rates • Graduate data is unduplicated • Measures all degree levels (AA, BA, MA, PhD, professional) <p><u>Cost per successfully completed weighted student credit hour /student</u></p> <ul style="list-style-type: none"> • No Incompletes, Withdrawals or grade "F" counted • Includes remedial courses • "Cost" = WSCH for "Instruction" and "Library" costs; headcount for "Academic Services," "Student Services," and "Institutional Support." • All cost categories will be indexed for inflation. 		
	February 2013	Prepare for and set meeting schedule	Determine common location and time for all meetings	Delivery	Selena, Dana
	January 2013	Meet with Sponsor to finalize definitions of system-wide metrics and develop allocation formula	Vet System-wide metrics definition and allocation formula with Review Group; Prepare overview of PBFI for budget hearing in JFAC	PBFI	Matt
	January 2013	Determine if there will be punitive consequences if an institution does not meet its targets		PBFI	Matt

	Date	Item	Comment	Category	Respon. Party
	January 2013	Develop scoring mechanism and who will score		PBFI	Matt
	January 2013	Determine how unallocated funds will be treated		PBFI	Matt
	January 2013	Determine what percentage of funding will be used for System Wide metrics and weighting assigned	For FY2014, only System-wide metrics will be used.	PBFI	Matt
	January 2013	Have discipline groups review LEAP, and Value Rubrics in math, English, and communications		Gen. Ed.	Selena
	January 2013	Delivery Model Steering Committee for State Remediation Task Force and create list of institutional Representatives	Prepare to hold 'focus groups' by subject area for best practices and implementation recommendations; Determine agenda and prepare all documents for the April Session	Delivery	Selena, Dana
	January 2013	Solicit Best Practices for each of the three models from the institutions		Delivery	Selena, Dana
	February 2013	Finalize allocation formula with Sponsor in consultation with Review Group		PBFI	Matt
	February 2013	Planning meeting with Selena, Dana, & Scott to identify draft agenda and deliverables for the Summit. To also include Cami with UI and Bruce with CCA		Delivery	Selena, Dana
	February 2013	Present to the FVPs as an information about the change in delivery models on campuses and to be prepared for financial impact assessment		Delivery	Selena, Dana
	February 2013	Complete work on 'expert presentations' and best practices for each model; Prepare and distribute information for Spring Summit (to include draft agenda, location, time and date)		Delivery	Selena, Dana
	February 2013	Communicate the Gen. Ed. model to Colleges of Education and develop plan for Common Core Pre-Service Integration		Common Core	Selena
	February 2013	Determine Steering Committee make-up for assessment – postsecondary math & English, possibly others, as well as reps from K-12 & OSBE.		Assessment	Selena, Scott

	Date	Item	Comment	Category	Respon. Party
	February 2013	Create and distribute monthly meetings with math and English, listing tools, cut scores, and the equivalent for non-assessment tools		Assessment	Selena, Scott
	March 2013	Provide follow-up information on the work completed by BSU/English Data; UI/Math Data; North Carolina placement analysis		Assessment	Selena, Scott
	March 2013	Discipline groups (Gen. Ed.) material to Selena (by March 8)		Gen. Ed.	Selena
	March 2013	State Gen. Ed. Team review recommendations (Policy III V and III X); develop proposal March 19-20--Selena		Gen. Ed.	Selena
	March 2013	Finalize plans for 'summit' with the following: <ul style="list-style-type: none"> • Focus Groups by discipline • Expert Presentation • Best Practices around Models 		Delivery	Selena, Dana
	March 2013	Develop a template for institutions to use when submitting their recommendations for approval of their delivery model		Delivery	Selena, Dana
	March 2013	Develop an Institution Progress monitoring contact sheet to be used to document and track institutions implementation efforts (admin. Tool)		Delivery	Selena, Dana
	March 2013	Allocate \$ for Science and Humanities disciplines to meet		Gen. Ed.	Selena
	April 2013	Conduct a kick-off in April with the science and humanities and to review the work of math, English, and Communication		Gen. Ed.	Selena
	April 2013	Conduct a summit in April with College Board and ACT to discuss their battery of tools		Assessment	Selena, Scott
	April 2013	Conduct a summit in April to bring faculty in like disciplines together to hear experts, share best practices and design the best models for Idaho;	Initial Workshop: General Education, Assessment and Placement summit in April; the summit will be three parts, one of Gen. Ed., assessment and delivery models; Each institution will be asked to share their current processes and their tentative plans for	Delivery	Selena, Dana

	Date	Item	Comment	Category	Respon. Party
			designing their models.		
	April 2013	Colleges of education develop professional development to support institutions and the common core		Common Core	Selena
	May 2013	Math and English Groups to evaluate the common core – Alignment (High school math and English standards)		Common Core	Selena
	April 2013	SBOE approves FY2014 appropriation; approves PBFI allocation formula		PBFI	Matt
	May 2013	Sponsor and Review Group determine FY14 PBFI allocation based on formula.		PBFI	Matt
	May 2013	Meet to evaluate the Compass, ACCUPlacer, ACT, SAT, ISAT/SBAC K-12 exam, Portfolio, etc.; Review best practices or other options and their success rates; Evaluate current placement data and success in remedial course work. Review recommendations from ECS and CCA in evaluating remediation assessment; Determine the assessment process		Assessment	Selena, Scott
	May 2013	Communicate about the process, its intent, design, benefits, and proposed implementation approach to the appropriate personnel		Assessment	Selena, Scott
	May 2013	Each institution will work with their faculty to complete the proposal template (signed by the Provost, Fin. VP, and Dept. Chair		Delivery	Selena, Dana
	June 2013	Determine standard settings for assessment tools (e.g., cut scores)		Assessment	Selena, Scott
	June 2013	If the decision is to use GPA or Portfolio, determine how they will use them		Assessment	Selena, Scott
	July 2013	Finalize decision on assessment tools, remediation standards, and their use.		Assessment	Selena, Scott
	July 2013	Evaluate the institutional proposals and responses and prepare the recommendations for IRSA		Delivery	Selena, Dana
	July 2013	Social Science discipline recommendations to Selena		Gen. Ed.	Selena

	Date	Item	Comment	Category	Respon. Party
	July 2013	Change Board Policy on Professional Development		Common Core	Selena
	August 2013	Pilot SBAC Tests on the Common Core in specific districts		Common Core	Selena
	July – Aug. 2013	Sponsor and Review Group refine institution-specific metrics		PBFI	Matt
	July 1, 2013 – June 30, 2014	Review Group collects AY 2012-13 and AY 2013-14 institution-specific metrics data		PBFI	Matt
	August 2013	Develop assessment recommendation for CAAP then IRSA		Assessment	Selena, Scott
	Sept. 2013	Take assessment recommendation to CAAP and IRSA		Assessment	Selena, Scott
	Sept. 2013	State Gen Ed Team meets and reviews science recommendations		Gen. Ed.	Selena
	Sept. 2013	Propose an implementation process and timeline for the implementation of these models by institution to be signed off on by President, Provost, and Faculty Senate		Delivery	Selena, Dana
	Oct. 2013	Establish Board Policy (1 st Reading)		Assessment	Selena, Scott
	Oct. 2013	Check in with Provosts and instructors on status on the delivery models		Delivery	Selena, Dana
	Oct. 2013	Institutional Staff members review for requirements		Delivery	Selena, Dana
	Nov. 2013	Humanities recommendations to Selena		Gen. Ed.	Selena
	December 2013	Establish Board Policy (2 nd Reading)		Assessment	Selena, Scott
	December 2013	State Team to propose final Gen. Ed. Core to Board		Gen. Ed.	Selena
	January 2014	Conduct a CAAP review		Gen. Ed.	Selena
	January	Institutions make final revisions of delivery models		Delivery	Selena, Dana

	Date	Item	Comment	Category	Respon. Party
	2014				
	January 2014	Communicate about the process, its intent, design, benefits, and proposed implementation approach to the appropriate personnel (including faculty input); Finalize by institution and prepare for implementation in Sept.		Delivery	Selena, Dana
	February 2014	Conduct an IRSA review		Gen. Ed.	Selena
	February 2014	Check with Provosts and Faculty on Delivery model implementation		Delivery	Selena, Dana
	March 2014	Review with CAAP and IRSA		Delivery	Selena, Dana
	April 2014	Review IRSA Feedback and Prepare Board agenda Item and any budget requests		Delivery	Selena, Dana
	April 2014	Implement new remediation assessment tools at all institutions to be used for determining the remediation need for the incoming Fall 2014 cohort.		Assessment	Selena, Scott
	June 2014	Board Approves Gen. Ed. 1 st Reading		Gen. Ed.	Selena
	June 2014	To Board for Approval 1 st Reading		Delivery	Selena, Dana
	April 2014	Redefine Board Policy III-S		Delivery	Selena, Dana
	July 2014	Determine assessment mechanisms for competencies		Gen. Ed.	Selena
	August 2014	Initial institutional evaluation of assessment tools and thresholds		Assessment	Selena, Scott
	August 2014	Common core SBAC test delivered in all school districts		Common Core	Selena
	Sept. 2014	Begin implementation in all institutions		Delivery	Selena, Dana
	Sept. 2014	Begin degree and discipline tuning		Gen. Ed.	Selena
	Oct. 2014	Develop a chart of progress by campus for implementation of		Delivery	Selena, Dana

	Date	Item	Comment	Category	Respon. Party
		delivery models			
	Dec. 2014	Check on implementation of Delivery models in institutions		Delivery	Selena, Dana
	Aug. 2014	Board Approves Gen. Ed. 2 nd Reading		Gen. Ed.	Selena
	Aug 2014	To Board for Approval 2 nd Reading		Delivery	Selena, Dana

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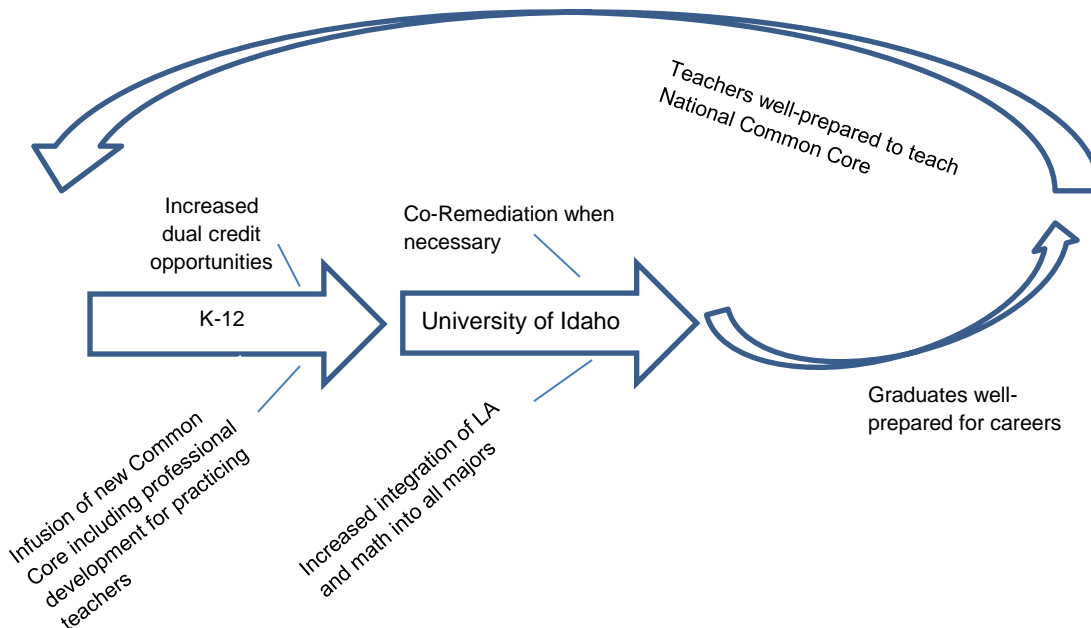
COMPLETE COLLEGE IDAHO

University of Idaho Budget Request

G.A.M.E. Plan

(Galvanizing Achievement in Mathematics and English)

As “Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State” (CCI) points out, Idaho is at a crossroads in terms of ensuring that Idahoans are in a position to join the workforce as it will exist in 2020. To address the complex system of issues delineated in “Complete College Idaho,” an integrated approach that confronts challenges from a K-20 perspective is needed. We must think holistically and integrate the Common Core Standards, dual enrollment strategies, and co-remediation efforts to coalesce with the learning goals embedded in a robust and well-defined general education program. It is clear that an integrated curriculum across academic levels in conjunction with an agreed upon set of common outcomes in general education will facilitate the attainment of CCI goals. Further, higher education must not only well execute these practices in the post-secondary environment, but must also collaborate with K-12 educators to foster their success. Our G.A.M.E. plan focuses on key elements of the CCI initiative. We will extend our expertise in successful online mathematics education to high schools in the state; improve the transition of students to higher education through enhanced writing skills; augment K-12 teacher preparation in both mathematics and English; and implement general education reformations that align and articulate across higher education institutions. The integration of these elements of our proposal are reflected in the figure below, University of Idaho G.A.M.E. Plan.



These initiatives are closely entwined with workforce success. A majority of employers want institutions of higher learning to place more emphasis on essential learning outcomes in the areas of written communication and quantitative reasoning (*Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*, a survey of employers conducted for AAC&U by Hart Research Associates, 2010). Our dual enrollment efforts, co-remediation work, and a critical element of our general education program focus on these two areas as well. Our GAME Plan program provides a multi-dimensional, integrated approach to these critical skills. Written communication and quantitative reasoning represent essential areas for concentration in terms of fostering student success from a P-20 standpoint. Enhancing students' writing and quantitative skills will build upon the University of Idaho's first to second year retention rate of 80% and six year graduation rate of 54%. At the same time, a higher level of student performance in written communication and quantitative skills will further Idaho's economic development through a comprehensive response to employers' needs. This provides a rationale for the following budget requests.

State of Idaho adopted Common Core Standards Integration

Idaho's adoption of the new K-12 Common Core Standards requires that mathematics and language arts be addressed by secondary teachers in social studies, art, music, and science in addition to English and math. In order to provide authentic experiences for teacher education candidates, while at the same time facilitating communication between secondary schools and the University of Idaho, the institution seeks to augment its faculty in Curriculum and Instruction/Content areas. Our goal is to integrate University of Idaho teacher preparation, dual enrollment programs in Idaho high schools, cutting edge pedagogical and tutoring work in the Polya and the Writing Center, and the essential learning outcomes associated with General Education—all with an eye towards reaching the 2020 goal for postsecondary completion.

These faculty hires would address the needs of both dual enrollment participants and K-12 students who do not opt to enroll in dual enrollment courses. Concomitantly, faculty efforts would bolster access to cutting edge mathematics and English education pedagogy for secondary school teachers and students.

The mathematics educators would help to build and aid teachers in delivering meaningful mathematics experiences for students who are going directly to the workforce or to certification programs, particularly in light of the new senior year math requirement. This represents a collaborative endeavor involving university faculty and high school teachers in implementing best practices and taking advantage of the considerable work-to-date the University of Idaho Mathematics faculty have done directed towards improving mathematical/quantitative reasoning skills at all levels of the Idaho educational system.

The English educator would oversee training of teacher education candidates to prepare them to participate in teams that implement the Common Core Standards and emphasize writing in all elements of the high school curriculum. The University of Idaho has piloted a summer intensive workshop for high school English teachers designed to achieve these goals. This faculty member would organize similar workshops and collaborate with secondary school educators to expand writing assignments from the language arts classrooms to all classroom settings.

Funding Request for Common Core Integration

Position	Salary	Fringe	Total
Assistant Professor of Mathematics Education (Algebra Curriculum and Pedagogy)	\$60,000	\$22,900	\$82,900
Assistant Professor of Mathematics Education (Quantitative Assessment and Evaluation)	\$60,000	\$22,900	\$82,900
Assistant Professor of English Education/Writing Across the Curriculum	\$60,000	\$22,900	\$82,900
Travel to schools			\$15,000
Operating Expense: Search costs, supplies, telephone, mailing, photocopying, equipment, etc.			\$135,000
Total Budget for Common Core Integration			\$398,700

Dual Enrollment

Dual enrollment brings the Common Core Standards and University of Idaho general education together. The mathematics and English courses that are part of the dual enrollment program meet the Common Core Standards and the University of Idaho essential learning outcomes. The Department of English developed a model to prepare secondary English teachers in the delivery of University of Idaho first-semester writing and general education courses aligned with the written communication essential learning outcome. The Department of Mathematics has a similar model for the delivery of dual credit mathematics courses. Extending dual credit offerings - both through increasing the number of participant schools and the courses available - will require increased coordination and faculty development for high school teachers/instructors.

The University of Idaho currently offers Math 143 Pre-calculus Algebra and Analytic Geometry; Math 144 Analytic Trigonometry; and Math 170 Analytic Geometry and Calculus I in high school dual enrollment settings. Mathematics will build on its successful Gateway to Calculus formula (an online delivery system that provides direct real-time instruction in calculus) to include Math 175 Analytic Geometry and Calculus II, in addition to Math 170, as a method for delivering calculus courses to school districts where there may be a small number of students enrolled and/or no university level qualified teacher available.

High School students enrolled in University of Idaho mathematics courses must have access to textbooks published online that include interactive software. These require headsets for each student as well. Students and instructors utilize specialized devices—Watcom tablets—that allow students to write problems, equations, etc. and for other students at different locations and the instructor to view and comment.

English 101 Introduction to College Writing enjoys high dual enrollment participation. Faculty in English have developed assignments designed to be effective in any secondary school setting, as well as a comprehensive evaluation process that ensures uniform levels of achievement, regardless of school district. We must facilitate the infusion of mathematics and English into all aspects of the student experience at the high school level both in accordance with the Common Core Standards and as a precursor to an integrated general education experience for college students.

The National Alliance of Concurrent Enrollment Partnerships (the dual enrollment professional and accreditation body) has high standards for assessment. In order to achieve the Complete College Idaho goals, dual enrollment programs must undergo continuous assessment and improvement. This requires a high level of coordination and collaboration among university faculty and secondary school teachers and administrators.

Funding Request for Dual Enrollment

Position	Salary	Fringe	Total
Mathematics Dual Enrollment Facilitator	\$45,000	\$19,675	\$64,675
English Dual Enrollment Facilitator	\$45,000	\$19,675	\$64,675
Administrative Assistant II	\$30,000	\$16,150	\$46,150
Travel			\$20,000
Operating Expense: Search costs, supplies, telephone, mailing, photocopying, equipment, etc.			\$40,000
Textbooks for students (100 students/yr @ \$100)			\$10,000
Wacom tablets for students (100 students @ \$60)			\$6,000
Headsets for students (100 headsets @ \$20)			\$2,000
Total Budget for Dual Enrollment			\$253,500

Co-Remediation

Students come to the University of Idaho with diverse educational backgrounds and skill sets. In addition, in order to meet the 2020 goal of Complete College Idaho for increasing the number of Idahoans with postsecondary degrees and certificates, more non-traditional aged students must be part of the enrollment scenario. Consequently, some students will arrive at the University of Idaho in need of programs to strengthen their skills for success at the college level. The same strategies that aid these students can also enhance programs in secondary schools and continue the Common Core approach of infusing written communication skills and quantitative skills across the curriculum.

The University of Idaho has been a leader in two best practices related to remediation—the emporium model in the case of mathematics and the co-requisite model in the case of English. Both have benefitted from comprehensive University of Idaho research designed to provide evidence-based curricular and course designs. Both require investment in the learning laboratories associated with them—Polya Math Learning Center and University Writing Center.

The Polya Math Learning Center uses technology to individualize the learning experience for each student, while at the same time priding itself on the “high touch” dimension of instructional delivery. Students have numerous options so that they can choose those educational tools that best suit their learning styles. Rather than a “one size fits all” classroom, students benefit from an adaptive structure that caters to individual student needs. The University of Idaho’s Mathematics department chair and Director of the Polya Center are the acknowledged national experts in this emporium model.

The Writing Center represents a significant component of the University of Idaho’s co-requisite model which provides English 95—an additional hour per week of instruction for at-risk writers enrolled in English 101. Students participate in a small-group tutorial with 2 to 4 peers and a facilitator. In addition, the Writing Center provides students assistance with all stages of the writing process—interpreting assignments, brainstorming and generating ideas, considering the best options for organizing those ideas, improving the clarity and correctness of sentences, and documenting sources. The Center focuses on the particular individual needs of students and provides support for students writing assignments from any discipline.

More staffing is required in order to serve students from throughout the university and to lead efforts to infuse written communication and quantitative skills across the curriculum. University of Idaho faculty have invested considerable effort in curriculum design and the exploration of effective pedagogies; they are poised to expand the influence of this work. Other ongoing expenses include computers, educational materials, equipment, and furniture. These facilities and their operation are essential to remediation efforts, but also are closely tied to our P-20 approach to “Complete College Idaho.” The evidence is clear that students with competency in written communication and quantitative skills enjoy a greater likelihood of success.

Funding Request for Co-Remediation

Position	Salary	Fringe	Total
Instructor – Polya Math Learning Center	\$45,000	\$19,675	\$64,675
IT Support (Polya)	\$45,000	\$19,675	\$64,675
Coordinator of English 95/Writing Center Assistant Director of Writing Center	\$40,000	\$18,500	\$58,500
Administrative Assistant I (Writing Center)	\$25,000	\$14,975	\$39,975
Tutors (Salary/IH fringe)			\$20,000
Educational materials updates (Polya)			\$3,000
Operating expense: Search costs, supplies, telephones, mailing, photocopying, equipment, etc. (Polya and Writing Center)			\$8,000

Educational materials creation (videos, workbooks) (Polya)			\$100,000
Equipment for educational materials creation (Polya)			\$20,000
Computer & peripherals for IT (Polya)			\$5,000
Support budget for professional development			\$5,000
Repair and replacement technology equipment			\$5,000
Equipment (5 computers, WCOOnline)			\$6,000
Total Budget for Co-Remediation			\$399,825

General Education

The University of Idaho has adopted the Association of American Colleges and Universities Liberal Education & America's Promise (LEAP) essential learning outcomes (Association of American Colleges and Universities, *College Learning for the New Global Century*, 2007). LEAP maintains that students should gain "Intellectual and Practical Skills" in several areas including written communication and quantitative literacy. The AAC&U has developed comprehensive rubrics in both areas for use in assessing student learning. The Valid Assessment of Learning in Undergraduate Education (VALUE) project provides a common framework for formative and summative assessment of student learning with a focus on essential learning outcomes.

The University of Idaho was successful in its application to send a team to the AAC&U General Educational Assessment Institute in June, 2012. The Institute presented best practices in general education assessment, but also provided the team the opportunity to develop a comprehensive approach to assessment and have national experts, as well as colleagues, provide input. As a result, the team and additional faculty and staff are working to pilot the application of the VALUE rubrics to the University of Idaho's General Education program (Association of American Colleges and Universities, *The LEAP vision for Learning: Outcomes, Practices, Impact, and Employers' Views*, 2011). The University of Idaho's funding request in terms of general education will enable the institution to fully implement the application of LEAP essential learning outcomes in these two areas and assess those efforts.

The University of Idaho's new general education program features three assessment points—Integrated Seminar 101 (required of all first year students); Integrated Seminar 301 (required in the late sophomore or junior year); and a senior experience in the disciplinary major. The ISEM 101 provides an interdisciplinary humanities and social sciences seminar. The ISEM 301 is interdisciplinary as well, but may have its foundation in any/or all disciplines offered at the University of Idaho. Because these courses cross college and university boundaries and are key assessment points, faculty from all constituencies must participate in the application of the VALUE rubrics. In a similar vein, assessing written communication and quantitative reasoning skills across all disciplines and programs requires faculty effort beyond the customary faculty work of assessing courses and degree programs.

This work will provide the basis for the assessment of the entire general education program and its articulation with other Idaho institutions in response to general consensus that a learning outcomes approach to general education is superior to the course-based distribution model now in effect. The University of Idaho seeks funding for professional staff to coordinate and expand assessment of general education in accordance with LEAP standards (as embraced by all Idaho institutions of higher education). The request aligns with the Institute Team's recommendations.

Funding Request for General Education

Position	Salary	Fringe	Total
Director of Student Learning and Assessment	\$75,000	\$26,725	\$101,725
Administrative Assistant II	\$30,000	\$16,150	\$46,150
Faculty work groups to align VALUE rubrics to UI courses: English Composition and Mathematics ISEM 101 and 301 and senior experience (collection of artifacts and assessment)			\$25,000
Faculty Assessment Scholars (summer) 6 for written communication 6 for quantitative literacy	\$24,000 (At \$2,000 each)		\$24,000
Total Budget for General Education			\$196,875

Summary

This budget request for G.A.M.E. Plan accentuates a comprehensive and integrated program for making substantial progress in fulfilling the "Complete College Idaho" goals of workforce readiness and more Idahoans with a postsecondary degree or certificate. It will allow for longitudinal assessment from secondary school to University of Idaho degree. It will provide a clear pathway for transfer/articulation and reverse transfer options, as once essential learning outcomes in written communication and quantitative reasoning are in place, the remaining LEAP essential learning outcomes assessment can follow the same pattern—with the ultimate goal of "Integrative and Applied learning, including synthesis and advanced accomplishment across general and specialized studies." Simply put, we must prepare students to bring interdisciplinary perspectives to the solution of complex problems. As "Complete College Idaho" proclaims, we must graduate students "with the knowledge and skills that maximize their potential for success in the workforce and that provide business with the necessary talent needed to thrive." The University of Idaho has a G.A.M.E. Plan to achieve these goals.

Total Funding Request:

Staffing	\$868,900
Travel	35,000
Operating Expense	345,000
Total Funding Requested	\$1,248,900

Idaho State University

TOTAL UNFUNDED EWA POTENTIAL USES

Unfunded EWA Potential Uses

A. Complete College Initiative		2,471,100
Bridge Programs	420,300	
Center for Prof. Development	140,000	
Educational/Foundations Outreach/eISU	1,765,700	
Retention Coaches	125,100	
Mentoring Program	20,000	
B. Student Financial Aid		2,220,000
Completion Grant (Loss of Pell Eligibility)	500,000	
Institutional Need Based Scholarships	1,000,000	
STEM/TRIO Scholarships	120,000	
CPI/Workstudy	600,000	
C. Student Services		300,000
Native Student Advising	50,000	
Student Recruitment	250,000	_____
TOTAL		4,971,100

Idaho State University**A. \$1,336,900 FOR THE COMPLETE COLLEGE INITIATIVE****Bridge Programs**

The \$420,300 request is for an expanded ISU summer bridge program. Each year Idaho State University enrolls approximately 360 first-time full-time freshmen who are underprepared or in need of remediation. These students are often first-generation college students and underrepresented minorities. A summer bridge program will provide these at-risk students a jumpstart on the academic year by allowing them to complete key courses while learning more about the university. The ultimate goal is to increase retention through better preparation.

The University is currently piloting a summer bridge program that involves a cohort of 25 students completing three academic courses: a remedial course (e.g. basic writing or basic math); a general education course (e.g. Political Science, Psychology, History, or Geology); and a university orientation course (providing resource information in areas like financial aid, advising, and college learning strategies.)

This same general format would be used for an expanded summer bridge program accommodating approximately 200 students. Students would be grouped in common interest cohorts of 25 with each cohort taking three academic courses during summer term. Students would choose from a variety of general education courses thereby having the opportunity to explore an area of study that might interest and engage them. The university orientation course provides critical support for students by offering college learning strategies and other key tools that can be applied concurrently to their general education course. The remaining remedial course would prepare these students for greater success in future courses in their academic careers.

The expanded summer bridge program would require a coordinator to manage the operation of the program, including recruitment, advising, data collection and analysis.

Additional targeted bridge programs will be implemented for students in STEM disciplines and underserved and at-risk populations. The College of Science and Engineering will implement its cohort program for pre-med and engineering students.

Center for Professional Development

The Complete College Idaho initiative is intended to better match Idaho residents' abilities to the workforce needs of Idaho employers. To facilitate this, we propose spending \$140,000 to develop a Center for Professional Development in the College of Business, an initiative to match Business students' professional abilities to the needs of Idaho employers.

Idaho State University

Modeled on efforts employed in other states, this Center will do the following:

- Provide students with information on the range of professional opportunities available, along with the specific skills needed to take advantage of those opportunities.
- Ensure students gain the interviewing skills, professional demeanor, and networking skills necessary to successfully compete for professional career opportunities.
- Build relationships between College of Business faculty/staff and potential employers, and increase the number of employers that recruit our students.
- Provide internship opportunities with Idaho firms that result in meaningful work experiences and professional employment opportunities for our students.

All of this will be done through a combination of new resources and cooperation with the existing Career Services Center. Initially, it will serve 900 undergraduate business students annually, and can be expanded to serve students from other colleges in the future. To implement this initiative requires changes to our curriculum (currently underway) and the hiring of a director, a “career coach” that will serve the students, and an administrative assistant.

Educational Foundations Outreach and Increased Online Course Development

ISU is requesting \$1,765,700 to provide critical support set forth below for foundational coursework (e.g. general education and program prerequisites) and outreach to underserved and target populations, which will help achieve key Board and University goals of adult reintegration into postsecondary programs, increased retention, and timely degree completion.

- Hire an educational foundations and outreach coordinator who will oversee various community college and outreach functions and activities, such as the eISU initiative (online distance learning) and the General Education programming. This individual will be responsible for ensuring that these programs support ISU’s recruitment and retention initiatives. These efforts will significantly enhance recruitment, retention, and graduation rates by allowing a systemic approach to key initiatives related to General Education and online/distance learning.
- Fund instructor release time and/or stipends for significantly increased online course development in key areas of general education and high demand prerequisites. This effort will require \$1,114,200 of the total \$1,765,700 being requested in this area.

Idaho State University

- Establish a testing center on campus to support online and traditional instruction. This would help address issues of course integrity and academic dishonesty in online offerings and allow testing for face-to-face classes, make-up exams, and similar uses.

Retention Coaches

We are requesting \$125,000 to hire two Retention Coaches. Approximately 1,000 first-time full-time freshmen enroll at Idaho State University each year, and about 61% of these students enroll again as sophomores. Hiring two Retention Coaches, each to work with half of this cohort, could substantially increase the percentage of freshmen continuing to their second year.

A Retention Coach fosters social and academic connections within the cohort and provides valuable resources to this vulnerable population. Typical activities include creating a cohort Facebook page, sending consistent updates through text messaging, providing helpful success strategies through a twitter feed, making frequent phone contacts, meeting by-monthly with small partial cohort groups, and gathering monthly as a full cohort for “pep-rally” type celebration events. The Retention Coaches would provide a wide spectrum of critical information and assistance to enable academic success, e.g. Writing Center appointments, Math Center visits, Content Area Tutoring appointments, successful college learning strategies, time management strategies, strategies for communication with faculty, counseling appointments, Disability Services accommodations, and ISU Student Organization Information.

Mentoring Program

We are requesting \$20,000 to fund a peer monitoring program directed at approximately 500 freshmen and students who have not declared majors.

B. \$2,220,000 FOR STUDENT FINANCIAL AID

Completion Grant (loss of Pell Eligibility)

In the Student Financial Aid area we will use \$500,000 for Completion Grants. These are designed to assist students who have financial need but have lost eligibility for other federal and state financial aid programs. These awards might include replacement funding for students who will lose Pell Grant eligibility due to the 18 to 12 semester reduction in eligibility requirements. These would be discretionary funds made available to financial aid administrators in ISU’s Financial Aid and Scholarship Department.

Idaho State University

Institutional Need Based Scholarships

The \$1,300,000 in Bengal Grants would be basically institutional need based scholarships and would be awarded to students who met the following eligibility criteria:

- Undergraduate students who are working toward their first Bachelor degree.
- Students with an Expected Family Contribution (EFC) number of 200 or less.
- Students that are eligible to receive a Pell Grant.
- Students that are enrolled half-time (6 credit hours) or greater.

The maximum annual award would be \$1,000. This award ceiling would enable a minimum of 1,300 ISU students to benefit from the grants each academic year. This funding strategy would ensure that the students who would receive Bengal Grant awards have the greatest financial need and are making satisfactory academic progress.

TRiO/STEM Scholarships

The focus of the TRiO Upward Bound Math and Science grants is to provide the following services: a 6-week residential summer program with intensive math and science training; year-round counseling and advisement; exposure to university faculty members who do research in mathematics and the sciences; computer training; participant-conducted scientific research under the guidance of faculty members or graduate students serving as mentors; education or counseling services designed to improve the financial and economic literacy of students; and activities that are specially designed for students who have limited English proficiency, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care, or are aging out of the foster care system, or students who are otherwise disconnected from traditional social networks.

Last March, the Idaho Legislature commissioned research to inquire about the barriers for students when going on to attend postsecondary education. The committee report, published in January 2012, suggested more need-based scholarships for incoming students. This conclusion fits with what our TRiO professionals have concluded as a result of working with our students. The report goes on to identify that the number one barrier to going on to post-secondary education is lack of money. The recent changes in Federal Pell Grant and tuition rising to meet increases in institutional operation costs may result in leaving highly capable, low income students behind. The goal of committing \$120,000 for Idaho State University TRiO/STEM scholarships each year is to ensure these highly capable students who have received TRiO services in high school do go on to postsecondary education.

Idaho State University**CPI/Workstudy**

This would increase funding for our already very successful Career Path Internship (CPI) Program from the current funding level of \$1,400,000 to \$2,000,000.

C. \$300,000 FOR STUDENT SERVICES**Native Student Advising**

The \$50,000 in Native American Student Advising will support retention and graduation rate efforts for Native American students, including an expanded collaborative Bridge Program with the Shoshone-Bannock Tribes; support for additional proposed instructional agreements with other Idaho tribes, including the Duck Valley Shoshone and Paiute Tribes, the Nez Perce Tribe, and the Wind River Shoshone Tribe; cultural, targeted tutoring in southeastern Idaho and Meridian; and targeted Native student academic orientation (Bengal Warrior Bootcamp).

Student Recruitment

The additional \$250,000 in Student Recruitment will provide ISU the opportunity to host ten more Future Student Nights throughout the state; conduct repeat visits to Idaho high schools to provide additional information about attending and paying for college; and subsidize a new campus visit program for prospective students nominated by their high school counselors and teachers and/or who do not have the financial resources to come to Pocatello for a campus tour. In addition, ISU will hire five additional student ambassadors for the Idaho Falls and Pocatello campuses.

Boise State University Complete College Idaho Proposal

21 September, 2012

I. Core Reform for Student Success

The Foundational Studies Program (FSP) at Boise State University is a “core curriculum” designed to provide the skills, competencies and aptitudes needed for an educated citizenry in the 21st century. FSP is an innovative approach to core education that resulted from three years of planning and study involving faculty, students, and administrators. The FSP’s design is inspired by a national study of the Association of American Colleges and Universities (AAC&U), which convened employers, industry and government leaders to establish essential competencies for college graduates. From those competencies, Boise State distilled several core learning outcomes desirable for all undergraduate programs. These learning outcomes include problem solving, innovation, teamwork, diversity, ethics, and communication. These signature outcomes are woven into courses throughout the redesigned undergraduate curriculum. The FSP structure also incorporates several “high impact” strategies for student success, including small learning communities, experiential learning opportunities, and “master” teachers for incoming students. Courses are sequenced in a specific way, allowing faculty to assess learning outcomes at key junctures. Ongoing assessment is designed to track program results and guide continuous improvement. While some features of the FSP are in place at other institutions, Boise State’s achievement has been the combination of these features into a uniquely coherent and cohesive program of undergraduate education.

Priority 1. Support for “Star” faculty members

“Star” faculty members teach the introductory FSP courses that develop essential intellectual skills, while cultivating habits of mind for success in subsequent courses and the achievement of signature learning outcomes. Fourteen “Star” faculty members are removed from their home departments to teach in the Foundational Studies Program. Academic departments need “backfill” funds to replace the 2 courses per academic year that were previously taught by these faculty members.

Budget

14 Lead faculty, backfill at \$10k each....\$140,000

Priority 2. Foundational Studies Interventions

All new students, including transfer students, enroll in a University Foundations course during their first year with the intention of building essential intellectual skills and increasing persistence rates. These courses include a large “lecture” session each week on an interdisciplinary theme, plus two hours of associated small-group sessions. Multiple discussion leaders facilitate the group sessions. Embedding interventions into the discussion sessions will provide proactive and continuous support for students who are struggling academically and/or with the transition to college. A full-time staff person is needed to coordinate the interventions and follow up within the FSP context. Localized support into first

year courses will efficiently support vulnerable students, such as first generation students and underrepresented groups.

Budget

Intervention Coordinator salary plus fringe....\$57,170

Priority 3. Assessment and Continuous Improvement

Effective assessment of learning outcomes requires systematic, multilevel (i.e., course level and university-wide) data collection and analysis. The FSP includes a process to gather evidence of student learning, in order to assess the achievement of learning outcomes. An assessment coordinator will provide robust analysis, broad coordination across academic departments, and dissemination of findings for continuous improvement.

Budget

Assessment Coordinator salary plus fringe....\$91,420

Operating Expenses....\$10,000

II. Writing Plus: Transforming Remediation in First-Year Writing

The SBOE goal to transform remediation has long been a goal of the First-Year Writing Program at Boise State University. Below are three initiatives, collectively known as “Writing Plus”, and the outcomes linked to each initiative.

The cornerstone of the Writing Plus Program is an evidence-based placement procedure that incorporates multiple measures to position students for a successful first-year writing experience. A long line of research within writing studies has demonstrated the need for an approach to placement that takes into account multiple measures, and we have been working alongside our colleagues at other Idaho institutions and partners from the SBOE toward a placement solution for years. In addition, we have successfully piloted an online placement process during summer orientation sessions.

Continuing to rely on tests like COMPASS or ACCUPLACER, which have been demonstrated to misplace students, will force students into remedial coursework and limit the effect of proposed reforms. Two examples: first, in the late 1990s, when the COMPASS scores were changed by the SBOE, suddenly more students were required to take English 90. Such students were retained at only half the rate of their 101 counterparts. Second, in spring 2012, the Institutional Assessment office looked for statistically significant correlations between SAT, ACT, or COMPASS scores and student success in English 101 or 102; there was no correlation. Rather than relying solely on test scores, we propose a streamlined evidence-based placement procedure based on the following weighted factors:

- *60% Digital Evidence-Based Placement* score: students are guided through The Write Class, an online self-assessment that gathers data about each student. It also includes a question about SAT/ACT scores as a general assessment of college readiness.

- *40% Prior Academic Writing Evidence:* high school English GPA for traditional students OR an additional portion of the online Write Class assessment for returning students who have been out of high school for more than five years. As presented by the Western Governors' Association representative at the Reduce Remediation provosts' meeting this past summer, a student's GPA is a far better predictor of collegiate success than her test scores.

Key Performance Indicator: with this placement approach, students will have a better sense of collegiate work expectations and feel as though they've been better placed in the appropriate course for them. We will use student satisfaction surveys, institutional research on GPAs and retention, and direct assessments of sampled student writing to assess the placement process.

Priority 1. English 101+

The first aspect of the Writing Plus program is a reconfigured credit-bearing first-year writing course, English 101+. In our efforts to reduce remediation at Boise State University, we seek to support all first-year writing students who might otherwise be required to begin in English 90, or who might choose to begin in English 90. To that end, we have created a four-credit English 101+ experience. In this program (pilot beginning spring 2013), students who would have formerly taken English 90 will be mainstreamed into English 101 classes and enrolled in a one-credit writers' studio with their English 101 instructor. Research indicates that additional time, focused instruction, and increased feedback are what many English 90 students need, and those aspects will be key in the one-credit studio courses. At the same time, less-confident writers will benefit from being integrated immediately into credit-bearing courses. Our approach draws from many features of the Accelerated Learning Program at the Community College of Baltimore County, coordinated by Peter Adams (see <http://alp-deved.org/>) and referenced in the Complete College America materials.

Students will benefit immediately by no longer being required to take three credits of pre-credit-bearing work. Additionally, students who *want* the additional support can obtain it within the context of a credit-bearing course. Institutional research in 2008 revealed that our English 90 students perform just as well as their counterparts by the time they reach English 102--but that more than three times as many of them drop out along the way. With this model, students will gain confidence in coursework and won't feel as though they are "behind."

Performance Indicator: in alignment with Progress Metric 3 in the Complete College America technical guide, we will compare student cohorts from 2007-12 (under the current remedial sequence of English 90-101-102) to the 2013-14 cohort (who complete the English 101+ and 102 sequence). Our goal is that English 101+ students will be retained at a higher level than and complete English 102 as successfully as the comparison cohort.

Budget

For the Writing Plus program to succeed, it will be critical to have full-time, innovative instructors who are able to engage in the additional mentoring and support that this approach

requires. Currently, over 84% of first-year writing courses are taught by either “part-time” adjuncts or new graduate teaching instructors. In order to provide the greatest immediate impact, we will dedicate four new Lecturer positions to English 101+ instruction.

Four Lecturer positions salary plus fringe....\$236,231

Course release for training...\$5000

Assessment OE....\$1000

Priority 2. Projecting Learning, Understanding Success (PLUS) Program: Support for Repeating Students

The second aspect of the proposed program is to reduce remediation for students repeating a critical gateway course (English 101 or 102). Institutional research, here and elsewhere, indicates that students who repeat such a course are more than twice as likely to be unsuccessful the second time they attempt it. Drawing from research within writing studies, psychology, and adult learning, we have developed and are currently piloting our PLUS program for repeating students, which includes:

- early-semester communication with repeating students;
- a checklist of low-stakes tasks for these students, designed to foster ownership, confidence, and planning for success;
- faculty-initiated check-ins;
- guided reflective interviews with peer mentors.

Repeating students too often reproduce the same problematic behaviors. To remedy this challenge, the PLUS Program aims to help them reframe how they work in first-year writing and what they’re doing differently during the repeated experience.

Performance Indicator: This initiative is aligned with Progress Metrics 3 and 5 in the Complete College America technical guide. Over time, this program, in addition to the availability of 101+, will increase the opportunities for the success of repeating students, thus saving students and the institution emotional and financial costs.

Budget

The success of these placement, curricular, and student-support initiatives, designed to directly impact the vulnerable population of first-year students, hinges on careful implementation and a stable team of experienced instructors.

TA Coordinator salary plus fringe and tuition....\$21,500

Stipends for undergraduate peer mentors....\$2800

III. Redesigning Developmental Mathematics

In Idaho we define a college-ready student as one who is prepared to take either math 108 (Intermediate Algebra), math 123 (Quantitative Reasoning), or math 130 (Discrete Math). We note, however, that this definition presents a hurdle to graduating in four years for many majors. In engineering, for example, math 170 (Calculus) is the gateway course. A student beginning in math 108 would be required to also complete both math 143 (College Algebra) and math 144 (Trigonometry), or math 147 (Pre-Calculus), before taking the gateway course. Thus, any student with the desire to become an engineering major who begins with math 108 must complete two or three semesters of math prior to beginning their gateway courses in the major.

The Accreditation Board for Engineering and Technology (ABET) also defines any math course that is a pre-requisite to Calculus as remedial. And finally, the Common Core Standards for K-12 mathematics (The Standards >> Mathematics, 2012) considers that any student who is taught by a district following these standards, and who desires to earn an engineering degree in college, should be prepared to enroll in math 170 their first semester in college.

At Boise State University we have reframed the discussion of math remediation to focus on providing a math curriculum that works to:

- increase the success rate in every math course;
- provide a pathway that allows a student to graduate in four years;
- provide experiences in math courses that improve success in subsequent math courses, as well as in other courses that rely on the learning outcomes of math courses.

In this proposal, Learning Communities are a focal point for further improvements to the math education process. Figure 1 illustrates the recently improved pass rates for Math Learning Center courses at Boise State University, where passing is defined as a grade of “C” or above.

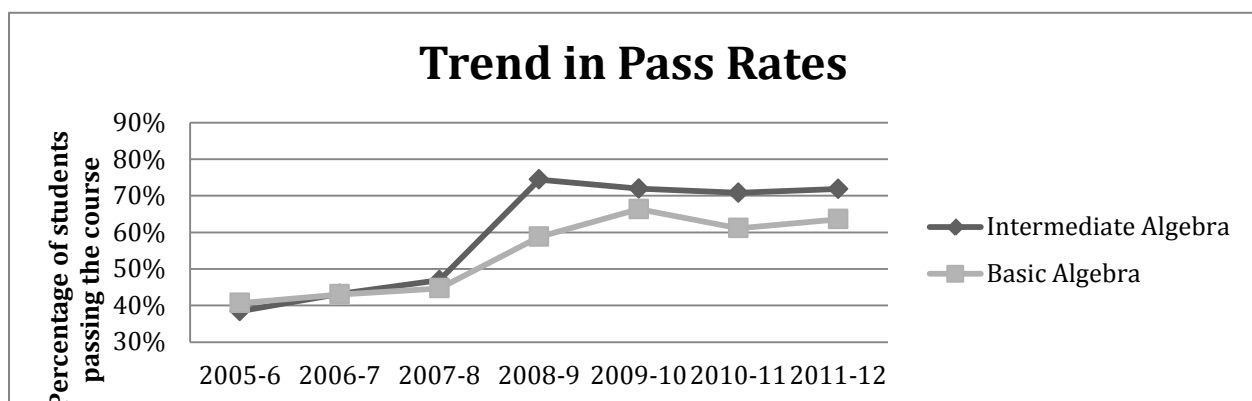


Figure 1: Trend in pass rates over time. In fall 2008, the emporium model used by the Math Learning Center was re-designed.

The Math Learning Center recognizes that the increase in pass rates is only effective if we also improve success in future courses. With this in mind, each semester we evaluate our previous semester students to see how they fair in their next math course. Figure 2 illustrates the pass rates of students who successfully completed math 025 in the fall of 2011 and subsequently took either math 108 or math 124 in the spring of 2012. Figure 3 illustrates the pass rates for students who completed math 108 in the fall of 2011 and subsequently took either math 143 or math 147 in the spring of 2012.

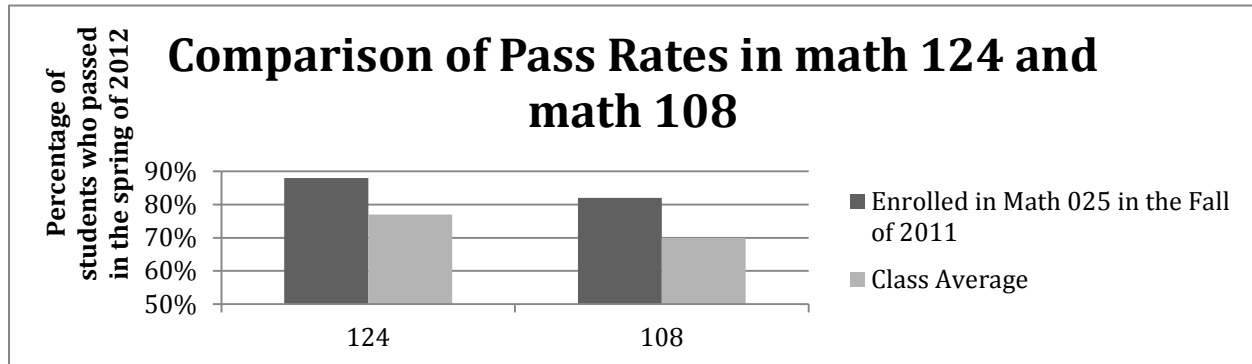


Figure 2. Comparison of spring 2012 pass rates in math 124 and math 108 for students who completed math 025 in the previous semester versus the overall class average.

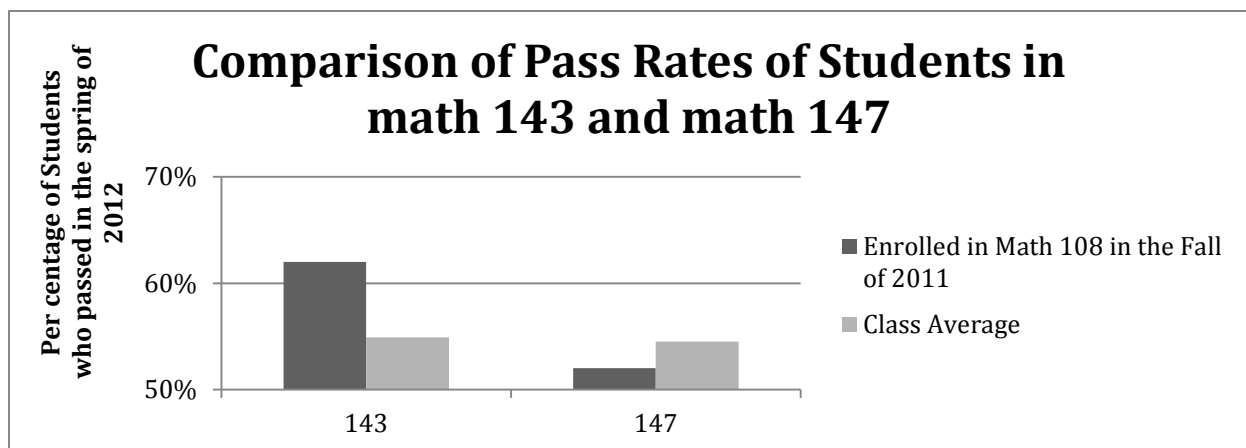


Figure 3. Comparison of spring 2012 pass rates in math 143 and math 147 for students who completed math 108 in the previous semester versus the overall class average.

In examining Figure 3, we notice that students who have passed math 108 struggle much more in math 147 compared to math 143, even though the curricula in math 143 and 147 is parallel (math 143 plus math 144 is equivalent to math 147). One hypothesis for this struggle is that math 147 is perceived as a more difficult course, particularly by students who had to remediate with math 108. These students are more likely to walk away at the first sign of difficulty. Although such a

perception is inaccurate, it is nevertheless effective in lowering the pass rate. This is mentioned because one of the main goals of the Math Learning Center is to remove false perceptions that have a negative effect.

Structured Emporium Model. Virginia Tech (Rossi, 2012) pioneered the emporium mathematics teaching model as a means to improve success rates in math courses in the early 2000's. The goal of the emporium model is to reach out to the student using Web-based resources. This model allows for increased ability to meet students' needs through targeted learning, open entry and exit, and acceleration methods.

There are many varieties of the emporium model. The uniqueness of the Boise State model is in the meeting times. Our original model allowed students to attend the computer center at their discretion. This model was changed in 2008, when students were required to attend the computer center during regularly scheduled times. The primary educational theory which supports this change is based on perceived academic control (Robert H. Stupinsky, 2008). Stupinsky, et.al, point out that in high school much of a student's academic control is not in the student's hands but in the hands of the adults around them. When they first arrive at the university, they are overwhelmed by the many choices before them. By scheduling students to meet on a weekly basis and making sure that the same instructors are available when the students attend the lab, we have reduced the choices that students need to make, resulting in a smoother transition from high school to college and increased success.

Problem Solving. When we looked at the success of students in a subsequent math course, we noticed the difficulty students were having in moving from math 108 to math 143 or math 147. To attack this problem we increased the amount of real-world mathematical problem solving, which was pioneered by Allan Schoenfeld in the mid 1980's (Schoenfeld, 1985). The Mathematical Association of America has provided support for such an approach, which uses cross-curriculum instruction (MAA, 2012), and we began to develop new ideas for such an approach in math 108.

As an example of cross-curriculum instruction, consider the quantitative use of mathematics in chemical kinetics. A major hurdle in helping students to transfer math skills to chemical kinetics is rooted in dealing with the notation. Thus, the zero order equation for chemical kinetics is

$$[O^+]_t = -kt + [O^+]_0$$

This equation represents a line that is denoted in math notation as

$$y = mx + b$$

Comparing the symbols, we find that

$$\begin{aligned} y &= [O^+]_t \\ m &= -k \\ x &= t \\ b &= [O^+]_0 \end{aligned}$$

The transfer of math notation slows the learning process, with cognitive overload occurring as new notation is being learned. Only when the new notation is assimilated into the students' vocabulary can the cognitive transfer begin. To assist in this problem, we add weekly activities that connect math 108 skills to related subjects, such as chemical kinetics. These activities can be found on the Math Learning Center website (Hagerty, 2012). And while these activities did not increase pass rates in the math 108 course in which they were used, they did result in a 10% increase in the pass rates of students moving from math 108 to math 143 or math 147. We are currently working on bringing such activities into math 143 and hope to develop more proficient methods of determining the effect of these activities on pass rates in science and engineering courses that students subsequently take.

Learning Communities. The Math Learning Center has limited experience with Learning Communities, but recognizes the importance of such communities as a tool to improve student success and retention. The impact of Learning Communities on student success is well documented, for example, at the Washington Center for Improving the Quality of Undergraduate Education web-site (Learning communities A National Resource Center, 2012). And in a recent project funded by the National Science Foundation, we found that the formation of learning communities for engineering majors at Boise State resulted in a first-year year retention rate of 90%.

Priority 1. Reorganize math 147 and math 144, incorporate math 144 into the Math Learning Center, and form a Learning Community with math 108 and math 254.

Currently, math 147 is a five-credit course that delivers the same material as math 143 (3 credits) plus math 144 (2 credits). The primary purpose of math 147 is to provide students who enter college needing both math 143 and math 144 a means of completing both courses in one semester, allowing them to take calculus in their second semester.

The first part of the reorganization will be to remove math 147 from the courses offered and recreate math 144 so that the co-requisite for the course is math 143. As part of this reorganization, the pre-requisite for math 170 (Calculus) will be changed from math 147 to math 143, with a co-requisite of math 144. This would maintain the options currently open to students while creating additional options. For example:

- 1) First semester – enroll in math 143; second semester – enroll in math 144; third semester – enroll in math 170; this is a current option.
- 2) First semester – enroll in math 143 and math 144 (same as math 147); second semester – enroll in math 170; this is also an option that is currently available.
- 3) First Semester – enroll in math 144 and math 170; this would be a new option.
- 4) First semester – enroll in math 143; second semester – enroll in math 144 and math 170; this would be another new option.

There are approximately 600 students in math 144 and math 147 each semester. This change in co-requisite would allow approximately 250 students to enroll in math 170 one semester sooner. This would shorten time to graduation by one semester for many students.

The second part of this reorganization is to move math 144 into the Math Learning Center and apply the emporium processes. Currently, the pass rate in math 144 and math 147 is 58%. We expect to increase the pass rate in math 144 to 70% by moving it into the Math Learning Center.

Research has shown that students are more successful in remediating their intermediate algebra skills when done so in the context of another course that utilizes algebra. Math 254 (Statistics) is one such course, and is also a required course for several social science majors. By forming a Learning Community that combines math 108 (Intermediate Algebra) and math 254, students will have the opportunity to remediate their algebra and enroll in math 254 one semester earlier. Activities in a co-requisite math 108 course would be tailored to support the math 254 course. This option can also be used for students who need to remediate their algebra as a prerequisite for courses other than math 254.

Our efforts in math 108 over the past several years have resulted in improved student success in math 157. Therefore, as another Learning Community, we will change math 108 to a co-requisite Learning Community for math 157, thereby providing a connection that is expected to result in greater understanding. An additional benefit of this Learning Community will be to provide an opportunity to explore ideas of conceptual development of mathematical skills in a collaborative effort between the Math Learning Center and Math Education faculty. This opportunity will allow us to find the best possible approaches to teaching concepts in a limited environment.

Budget

Tutoring to accommodate math 144....\$40,000

IT Support staff....\$69,275

Lecturer salary and fringe....\$55,951

Priority 2. Build Learning Communities with other disciplines

This area provides a significant amount of excitement due to the possibility of improving the success rate of students majoring in science disciplines that rely on math skills. We will start these efforts by building Learning Communities that combine math 143 and phys 111, as well as math 143 and chem 111.

Currently the prerequisite for phys 111 and chem 111 is math 143 or math 147. The primary purpose for a prerequisite is to ensure that necessary quantitative skills are taught prior to enrolling in the course. Under this model, students complete the math prior to its use in the science course. Consequently, students often see the math class as a roadblock to enrolling in the science course. At the same time, they see the material as unrelated, even after completing the science course, primarily due to differences in notation and language. Consequently, students often have limited motivation in the math course.

By building co-requisite Learning Communities with gateway science courses, we can focus the mathematics in a way that prepares the students for quantitative problem solving just before they arise in the course. This preparation will include the transfer of math skills into the language of the co-requisite course. As a result, students will be better prepared for the quantitative activities required in those courses. To build these Learning Communities, the math 143 classes will use a weekly group activity that is rewritten based on the needs of the co-requisite science course.

The co-requisite model shifts the motivation to the science courses and places the motivation directly into a time frame that coincides with their learning of the math concepts. The result is increased engagement by the students.

In addition to the benefit of placing students in a Learning Community, this co-requisite arrangement will allow students who do not test out of math 143 and who need chem 111 or phys 111 as part of their major to enroll in the course one semester earlier.

Budget

Two lecture positions salary and fringe....\$111, 901

References

- ABET. (2012, August 13). Retrieved from ABET: <http://www.abet.org/home/>.
- Hagerty, G. (2012, August 17). *Math Learning Center at Boise State*. Retrieved from Math 108 M2: <http://math.boisestate.edu/mlc/math-108-m2.shtml>.
- Learning communities A National Resource Center*. (2012, August 18). Retrieved from Washington Center for improving the Quality of Undergraduate Education : <http://www.evergreen.edu/washcenter/project.asp?pid=73>.
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BUDGET SUMMARY

Item	Costs	Running Total
Core Reform		
Priority I	\$140,000	\$140,000
Priority II	\$57,170	\$197,170
Priority III	\$101,420	\$298,590
Writing Plus: Transforming Remediation in First-Year Writing		
Priority I	\$242,231	\$540,821
Priority II	\$24,300	\$565,121
Redesigning Developmental Mathematics		
Priority I	\$165,226	\$730,347
Priority II	\$111,901	\$842,248

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Boise State University Complete College Idaho Proposal

21 September, 2012

I. Core Reform for Student Success

The Foundational Studies Program (FSP) at Boise State University is a “core curriculum” designed to provide the skills, competencies and aptitudes needed for an educated citizenry in the 21st century. FSP is an innovative approach to core education that resulted from three years of planning and study involving faculty, students, and administrators. The FSP’s design is inspired by a national study of the Association of American Colleges and Universities (AAC&U), which convened employers, industry and government leaders to establish essential competencies for college graduates. From those competencies, Boise State distilled several core learning outcomes desirable for all undergraduate programs. These learning outcomes include problem solving, innovation, teamwork, diversity, ethics, and communication. These signature outcomes are woven into courses throughout the redesigned undergraduate curriculum. The FSP structure also incorporates several “high impact” strategies for student success, including small learning communities, experiential learning opportunities, and “master” teachers for incoming students. Courses are sequenced in a specific way, allowing faculty to assess learning outcomes at key junctures. Ongoing assessment is designed to track program results and guide continuous improvement. While some features of the FSP are in place at other institutions, Boise State’s achievement has been the combination of these features into a uniquely coherent and cohesive program of undergraduate education.

Priority 1. Support for “Star” faculty members

“Star” faculty members teach the introductory FSP courses that develop essential intellectual skills, while cultivating habits of mind for success in subsequent courses and the achievement of signature learning outcomes. Fourteen “Star” faculty members are removed from their home departments to teach in the Foundational Studies Program. Academic departments need “backfill” funds to replace the 2 courses per academic year that were previously taught by these faculty members.

Budget

14 Lead faculty, backfill at \$10k each....\$140,000

Priority 2. Foundational Studies Interventions

All new students, including transfer students, enroll in a University Foundations course during their first year with the intention of building essential intellectual skills and increasing persistence rates. These courses include a large “lecture” session each week on an interdisciplinary theme, plus two hours of associated small-group sessions. Multiple discussion leaders facilitate the group sessions. Embedding interventions into the discussion sessions will provide proactive and continuous support for students who are struggling academically and/or with the transition to college. A full-time staff person is needed to coordinate the interventions and follow up within the FSP context. Localized support into first

year courses will efficiently support vulnerable students, such as first generation students and underrepresented groups.

Budget

Intervention Coordinator salary plus fringe....\$57,170

Priority 3. Assessment and Continuous Improvement

Effective assessment of learning outcomes requires systematic, multilevel (i.e., course level and university-wide) data collection and analysis. The FSP includes a process to gather evidence of student learning, in order to assess the achievement of learning outcomes. An assessment coordinator will provide robust analysis, broad coordination across academic departments, and dissemination of findings for continuous improvement.

Budget

Assessment Coordinator salary plus fringe....\$91,420

Operating Expenses....\$10,000

II. Writing Plus: Transforming Remediation in First-Year Writing

The SBOE goal to transform remediation has long been a goal of the First-Year Writing Program at Boise State University. Below are three initiatives, collectively known as “Writing Plus”, and the outcomes linked to each initiative.

The cornerstone of the Writing Plus Program is an evidence-based placement procedure that incorporates multiple measures to position students for a successful first-year writing experience. A long line of research within writing studies has demonstrated the need for an approach to placement that takes into account multiple measures, and we have been working alongside our colleagues at other Idaho institutions and partners from the SBOE toward a placement solution for years. In addition, we have successfully piloted an online placement process during summer orientation sessions.

Continuing to rely on tests like COMPASS or ACCUPLACER, which have been demonstrated to misplace students, will force students into remedial coursework and limit the effect of proposed reforms. Two examples: first, in the late 1990s, when the COMPASS scores were changed by the SBOE, suddenly more students were required to take English 90. Such students were retained at only half the rate of their 101 counterparts. Second, in spring 2012, the Institutional Assessment office looked for statistically significant correlations between SAT, ACT, or COMPASS scores and student success in English 101 or 102; there was no correlation. Rather than relying solely on test scores, we propose a streamlined evidence-based placement procedure based on the following weighted factors:

- *60% Digital Evidence-Based Placement* score: students are guided through The Write Class, an online self-assessment that gathers data about each student. It also includes a question about SAT/ACT scores as a general assessment of college readiness.

- *40% Prior Academic Writing Evidence:* high school English GPA for traditional students OR an additional portion of the online Write Class assessment for returning students who have been out of high school for more than five years. As presented by the Western Governors' Association representative at the Reduce Remediation provosts' meeting this past summer, a student's GPA is a far better predictor of collegiate success than her test scores.

Key Performance Indicator: with this placement approach, students will have a better sense of collegiate work expectations and feel as though they've been better placed in the appropriate course for them. We will use student satisfaction surveys, institutional research on GPAs and retention, and direct assessments of sampled student writing to assess the placement process.

Priority 1. English 101+

The first aspect of the Writing Plus program is a reconfigured credit-bearing first-year writing course, English 101+. In our efforts to reduce remediation at Boise State University, we seek to support all first-year writing students who might otherwise be required to begin in English 90, or who might choose to begin in English 90. To that end, we have created a four-credit English 101+ experience. In this program (pilot beginning spring 2013), students who would have formerly taken English 90 will be mainstreamed into English 101 classes and enrolled in a one-credit writers' studio with their English 101 instructor. Research indicates that additional time, focused instruction, and increased feedback are what many English 90 students need, and those aspects will be key in the one-credit studio courses. At the same time, less-confident writers will benefit from being integrated immediately into credit-bearing courses. Our approach draws from many features of the Accelerated Learning Program at the Community College of Baltimore County, coordinated by Peter Adams (see <http://alp-deved.org/>) and referenced in the Complete College America materials.

Students will benefit immediately by no longer being required to take three credits of pre-credit-bearing work. Additionally, students who *want* the additional support can obtain it within the context of a credit-bearing course. Institutional research in 2008 revealed that our English 90 students perform just as well as their counterparts by the time they reach English 102--but that more than three times as many of them drop out along the way. With this model, students will gain confidence in coursework and won't feel as though they are "behind."

Performance Indicator: in alignment with Progress Metric 3 in the Complete College America technical guide, we will compare student cohorts from 2007-12 (under the current remedial sequence of English 90-101-102) to the 2013-14 cohort (who complete the English 101+ and 102 sequence). Our goal is that English 101+ students will be retained at a higher level than and complete English 102 as successfully as the comparison cohort.

Budget

For the Writing Plus program to succeed, it will be critical to have full-time, innovative instructors who are able to engage in the additional mentoring and support that this approach

requires. Currently, over 84% of first-year writing courses are taught by either “part-time” adjuncts or new graduate teaching instructors. In order to provide the greatest immediate impact, we will dedicate four new Lecturer positions to English 101+ instruction.

Four Lecturer positions salary plus fringe....\$236,231

Course release for training...\$5000

Assessment OE....\$1000

Priority 2. Projecting Learning, Understanding Success (PLUS) Program: Support for Repeating Students

The second aspect of the proposed program is to reduce remediation for students repeating a critical gateway course (English 101 or 102). Institutional research, here and elsewhere, indicates that students who repeat such a course are more than twice as likely to be unsuccessful the second time they attempt it. Drawing from research within writing studies, psychology, and adult learning, we have developed and are currently piloting our PLUS program for repeating students, which includes:

- early-semester communication with repeating students;
- a checklist of low-stakes tasks for these students, designed to foster ownership, confidence, and planning for success;
- faculty-initiated check-ins;
- guided reflective interviews with peer mentors.

Repeating students too often reproduce the same problematic behaviors. To remedy this challenge, the PLUS Program aims to help them reframe how they work in first-year writing and what they’re doing differently during the repeated experience.

Performance Indicator: This initiative is aligned with Progress Metrics 3 and 5 in the Complete College America technical guide. Over time, this program, in addition to the availability of 101+, will increase the opportunities for the success of repeating students, thus saving students and the institution emotional and financial costs.

Budget

The success of these placement, curricular, and student-support initiatives, designed to directly impact the vulnerable population of first-year students, hinges on careful implementation and a stable team of experienced instructors.

TA Coordinator salary plus fringe and tuition....\$21,500

Stipends for undergraduate peer mentors....\$2800

III. Redesigning Developmental Mathematics

In Idaho we define a college-ready student as one who is prepared to take either math 108 (Intermediate Algebra), math 123 (Quantitative Reasoning), or math 130 (Discrete Math). We note, however, that this definition presents a hurdle to graduating in four years for many majors. In engineering, for example, math 170 (Calculus) is the gateway course. A student beginning in math 108 would be required to also complete both math 143 (College Algebra) and math 144 (Trigonometry), or math 147 (Pre-Calculus), before taking the gateway course. Thus, any student with the desire to become an engineering major who begins with math 108 must complete two or three semesters of math prior to beginning their gateway courses in the major.

The Accreditation Board for Engineering and Technology (ABET) also defines any math course that is a pre-requisite to Calculus as remedial. And finally, the Common Core Standards for K-12 mathematics (The Standards >> Mathematics, 2012) considers that any student who is taught by a district following these standards, and who desires to earn an engineering degree in college, should be prepared to enroll in math 170 their first semester in college.

At Boise State University we have reframed the discussion of math remediation to focus on providing a math curriculum that works to:

- increase the success rate in every math course;
- provide a pathway that allows a student to graduate in four years;
- provide experiences in math courses that improve success in subsequent math courses, as well as in other courses that rely on the learning outcomes of math courses.

In this proposal, Learning Communities are a focal point for further improvements to the math education process. Figure 1 illustrates the recently improved pass rates for Math Learning Center courses at Boise State University, where passing is defined as a grade of “C” or above.

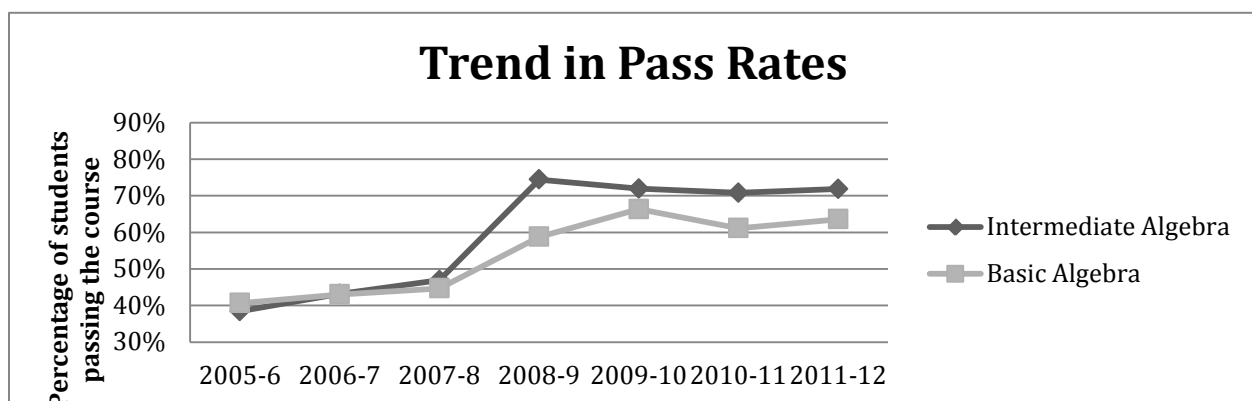


Figure 1: Trend in pass rates over time. In fall 2008, the emporium model used by the Math Learning Center was re-designed.

The Math Learning Center recognizes that the increase in pass rates is only effective if we also improve success in future courses. With this in mind, each semester we evaluate our previous semester students to see how they fair in their next math course. Figure 2 illustrates the pass rates of students who successfully completed math 025 in the fall of 2011 and subsequently took either math 108 or math 124 in the spring of 2012. Figure 3 illustrates the pass rates for students who completed math 108 in the fall of 2011 and subsequently took either math 143 or math 147 in the spring of 2012.

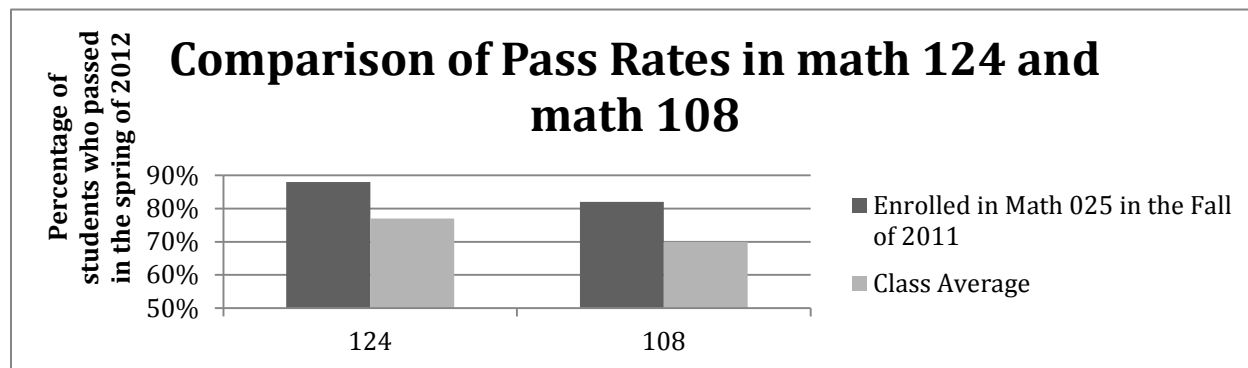


Figure 2. Comparison of spring 2012 pass rates in math 124 and math 108 for students who completed math 025 in the previous semester versus the overall class average.

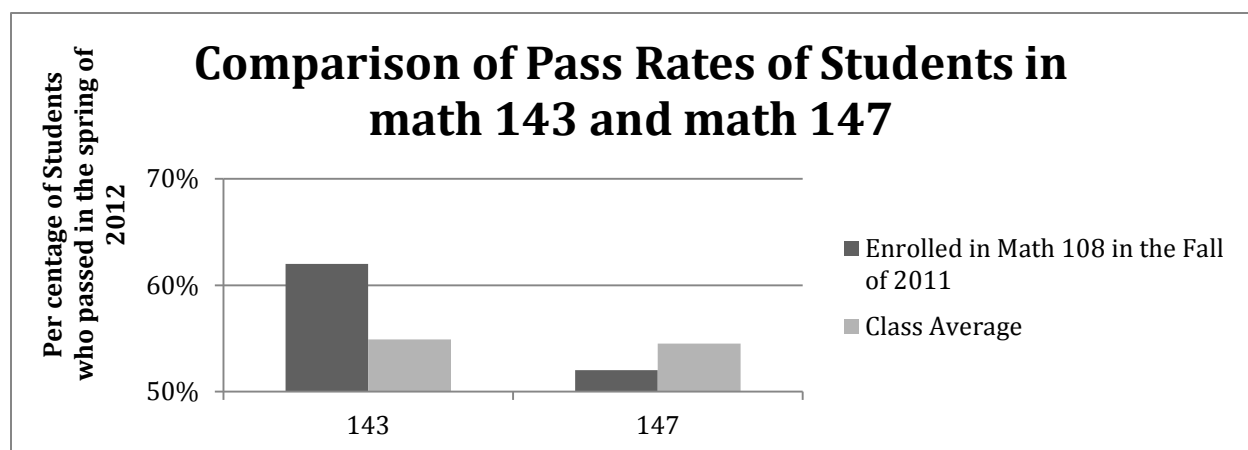


Figure 3. Comparison of spring 2012 pass rates in math 143 and math 147 for students who completed math 108 in the previous semester versus the overall class average.

In examining Figure 3, we notice that students who have passed math 108 struggle much more in math 147 compared to math 143, even though the curricula in math 143 and 147 is parallel (math 143 plus math 144 is equivalent to math 147). One hypothesis for this struggle is that math 147 is perceived as a more difficult course, particularly by students who had to remediate with math 108. These students are more likely to walk away at the first sign of difficulty. Although such a

perception is inaccurate, it is nevertheless effective in lowering the pass rate. This is mentioned because one of the main goals of the Math Learning Center is to remove false perceptions that have a negative effect.

Structured Emporium Model. Virginia Tech (Rossi, 2012) pioneered the emporium mathematics teaching model as a means to improve success rates in math courses in the early 2000's. The goal of the emporium model is to reach out to the student using Web-based resources. This model allows for increased ability to meet students' needs through targeted learning, open entry and exit, and acceleration methods.

There are many varieties of the emporium model. The uniqueness of the Boise State model is in the meeting times. Our original model allowed students to attend the computer center at their discretion. This model was changed in 2008, when students were required to attend the computer center during regularly scheduled times. The primary educational theory which supports this change is based on perceived academic control (Robert H. Stupinsky, 2008). Stupinsky, et.al, point out that in high school much of a student's academic control is not in the student's hands but in the hands of the adults around them. When they first arrive at the university, they are overwhelmed by the many choices before them. By scheduling students to meet on a weekly basis and making sure that the same instructors are available when the students attend the lab, we have reduced the choices that students need to make, resulting in a smoother transition from high school to college and increased success.

Problem Solving. When we looked at the success of students in a subsequent math course, we noticed the difficulty students were having in moving from math 108 to math 143 or math 147. To attack this problem we increased the amount of real-world mathematical problem solving, which was pioneered by Allan Schoenfeld in the mid 1980's (Schoenfeld, 1985). The Mathematical Association of America has provided support for such an approach, which uses cross-curriculum instruction (MAA, 2012), and we began to develop new ideas for such an approach in math 108.

As an example of cross-curriculum instruction, consider the quantitative use of mathematics in chemical kinetics. A major hurdle in helping students to transfer math skills to chemical kinetics is rooted in dealing with the notation. Thus, the zero order equation for chemical kinetics is

$$[O^+]_t = -kt + [O^+]_0$$

This equation represents a line that is denoted in math notation as

$$y = mx + b$$

Comparing the symbols, we find that

$$\begin{aligned} y &= [O^+]_t \\ m &= -k \\ x &= t \\ b &= [O^+]_0 \end{aligned}$$

The transfer of math notation slows the learning process, with cognitive overload occurring as new notation is being learned. Only when the new notation is assimilated into the students' vocabulary can the cognitive transfer begin. To assist in this problem, we add weekly activities that connect math 108 skills to related subjects, such as chemical kinetics. These activities can be found on the Math Learning Center website (Hagerty, 2012). And while these activities did not increase pass rates in the math 108 course in which they were used, they did result in a 10% increase in the pass rates of students moving from math 108 to math 143 or math 147. We are currently working on bringing such activities into math 143 and hope to develop more proficient methods of determining the effect of these activities on pass rates in science and engineering courses that students subsequently take.

Learning Communities. The Math Learning Center has limited experience with Learning Communities, but recognizes the importance of such communities as a tool to improve student success and retention. The impact of Learning Communities on student success is well documented, for example, at the Washington Center for Improving the Quality of Undergraduate Education web-site (Learning communities A National Resource Center, 2012). And in a recent project funded by the National Science Foundation, we found that the formation of learning communities for engineering majors at Boise State resulted in a first-year year retention rate of 90%.

Priority 1. Reorganize math 147 and math 144, incorporate math 144 into the Math Learning Center, and form a Learning Community with math 108 and math 254.

Currently, math 147 is a five-credit course that delivers the same material as math 143 (3 credits) plus math 144 (2 credits). The primary purpose of math 147 is to provide students who enter college needing both math 143 and math 144 a means of completing both courses in one semester, allowing them to take calculus in their second semester.

The first part of the reorganization will be to remove math 147 from the courses offered and recreate math 144 so that the co-requisite for the course is math 143. As part of this reorganization, the pre-requisite for math 170 (Calculus) will be changed from math 147 to math 143, with a co-requisite of math 144. This would maintain the options currently open to students while creating additional options. For example:

- 1) First semester – enroll in math 143; second semester – enroll in math 144; third semester – enroll in math 170; this is a current option.
- 2) First semester – enroll in math 143 and math 144 (same as math 147); second semester – enroll in math 170; this is also an option that is currently available.
- 3) First Semester – enroll in math 144 and math 170; this would be a new option.
- 4) First semester – enroll in math 143; second semester – enroll in math 144 and math 170; this would be another new option.

There are approximately 600 students in math 144 and math 147 each semester. This change in co-requisite would allow approximately 250 students to enroll in math 170 one semester sooner. This would shorten time to graduation by one semester for many students.

The second part of this reorganization is to move math 144 into the Math Learning Center and apply the emporium processes. Currently, the pass rate in math 144 and math 147 is 58%. We expect to increase the pass rate in math 144 to 70% by moving it into the Math Learning Center.

Research has shown that students are more successful in remediating their intermediate algebra skills when done so in the context of another course that utilizes algebra. Math 254 (Statistics) is one such course, and is also a required course for several social science majors. By forming a Learning Community that combines math 108 (Intermediate Algebra) and math 254, students will have the opportunity to remediate their algebra and enroll in math 254 one semester earlier. Activities in a co-requisite math 108 course would be tailored to support the math 254 course. This option can also be used for students who need to remediate their algebra as a prerequisite for courses other than math 254.

Our efforts in math 108 over the past several years have resulted in improved student success in math 157. Therefore, as another Learning Community, we will change math 108 to a co-requisite Learning Community for math 157, thereby providing a connection that is expected to result in greater understanding. An additional benefit of this Learning Community will be to provide an opportunity to explore ideas of conceptual development of mathematical skills in a collaborative effort between the Math Learning Center and Math Education faculty. This opportunity will allow us to find the best possible approaches to teaching concepts in a limited environment.

Budget

Tutoring to accommodate math 144....\$40,000

IT Support staff....\$69,275

Lecturer salary and fringe....\$55,951

Priority 2. Build Learning Communities with other disciplines

This area provides a significant amount of excitement due to the possibility of improving the success rate of students majoring in science disciplines that rely on math skills. We will start these efforts by building Learning Communities that combine math 143 and phys 111, as well as math 143 and chem 111.

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The co-requisite model shifts the motivation to the science courses and places the motivation directly into a time frame that coincides with their learning of the math concepts. The result is increased engagement by the students.

In addition to the benefit of placing students in a Learning Community, this co-requisite arrangement will allow students who do not test out of math 143 and who need chem 111 or phys 111 as part of their major to enroll in the course one semester earlier.

Budget

Two lecture positions salary and fringe....\$111, 901

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Priority I	\$242,231	\$540,821
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Redesigning Developmental Mathematics		
Priority I	\$165,226	\$730,347
Priority II	\$111,901	\$842,248

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ATTACHMENT 6**AGENCY: Lewis-Clark State College**

Agency No.: 511

FY 2014 Request

FUNCTION: General Education

Function No.:

Page 1 of 3 Pages

ACTIVITY: Complete College Idaho

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No:	Title: CCI General Ed and Remediation			Priority Ranking	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.5				4.5
PERSONNEL COSTS:					
1. Salaries	285,500				285,500
2. Benefits	94,300				94,300
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	379,800				379,800
OPERATING EXPENDITURES by summary object:					
1. Scholarships	75,000				75,000
2. Instructional Materials	45,200				45,200
3.					
TOTAL OPERATING EXPENDITURES:	120,200				120,200
CAPITAL OUTLAY by summary object:					
1. Computers/office setup					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	500,000				500,000

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 funds requested in this line item request directly support the General Education mission of 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?

We are requesting funding for the expansion of a project focused on Student Success, which was initiated at LCSC over a year ago. Initial seed money for this pilot was obtained through the J. A. and Kathryn Albertson Foundation. New funds would be used to serve more of our students deemed "at risk", most of whom are involved in remedial coursework. We have a proven track-record, developed over the course of this pilot, which highlights the effectiveness of engagement through intrusive advising and peer mentoring, along with exposure to e-Advising and program planning.

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.

Program Director (1.0 FTE): \$45,900 + fringe & health insurance; professional K-grade employee; to provide supervision of specific remediation activities.

Education Specialist (2 @ 1.0 FTE each): \$37,200 + fringe & health insurance; professional K-grade employees; to provide one-to-one tutoring with students in support of specific remediation activities.

Senior Research Analyst (.5 FTE): \$20,400 + fringe & health insurance; professional K-grade employee; to provide technical analysis of data to measure success of specific remediation activities.

Administrative Assistant I (1.0 FTE): \$23,800 + fringe & health insurance; classified position, pay grade H; to provide clerical support to staff and students of specific remediation efforts.

Adjunct Faculty: \$21,000 + fringe; to provide instructional support of specific remediation efforts.

Irregular Help including Student Employees: \$100,000 + fringe; to staff and provide instructional support to specific remediation efforts in the Writing and Math Labs.

- 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: \$229,000 – scholarships and instructional materials

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.

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?

This initial pilot project has targeted students at significant risk of non-completion over the past year. Through intrusive advising and peer mentoring, we are attempting to positively impact retention rates. In addition, a small amount of funding for emergency issues has been set aside to remove some of the unanticipated financial barriers that can arise for students living in poverty. Our hope is to expand this pilot project to a wider audience through the establishment of several learning communities on campus. If this request is not funded, we may be in danger of being unable to adequately assist the population most in need of these services. Although we would continue to explore methods to increase our retention rate, especially for students in poverty, we may not have the capacity to serve all those who would benefit.

5. If this is a high priority item, list reason unapproved Line Items from the prior year budget request are not prioritized first.

Not applicable—this request, along with our number one Complete College Idaho request (addressing specific new positions) were included (but not funded) in the FY13 budget request.

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1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as submitted

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the December 4, 2012 special Board meeting and the December 12-13, 2012 regular Board meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set February 26-27, 2014 as the date and Boise State University as the location for the February 2014 regularly scheduled Board meeting.

STATE OF IDAHO
BOARD OF EDUCATION

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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 4, 2012
Special Board Meeting
Boise, ID**

A special meeting of the State Board of Education was held December 4, 2012. It originated at the Office of the State Board of Education, in the Len B. Jordan Building, 650 W. State Street, 3rd Floor in Boise, Idaho. Board President Ken Edmunds presided and called the meeting to order at 3:00 p.m. MST. A roll call of members was taken for the meeting.

Present:

Ken Edmunds, President
Don Soltman, Vice President
Emma Atchley, Secretary

Bill Goesling
Rod Lewis
Milford Terrell

Absent:

Tom Luna
Richard Westerberg

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Head Coach Contract

BOARD ACTION

M/S (Atchley/Soltman): To approve the request by the University of Idaho to enter into a multi-year employment contract with Paul Petrino, as Head Men's Football Coach, for a three year rolling term expiring no later than December 31, 2017 with an annual base salary of \$175,000 and such contingent base salary increases, annual media payments, and incentive/supplemental compensation provisions as set forth in the materials presented to the Board, in substantial conformance with the terms of contract set forth in Attachment I to the Board materials. A roll call vote was taken and the motion carried unanimously.

Ms. Atchley introduced the item and provided a summary. She indicated the University wishes to enter into a multi-year contract with Paul Petrino as the University's Head

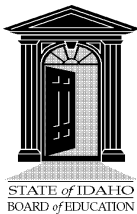
Men's Football Coach for an initial term of three (3) years with two (2) potential extension years based on paid home game attendance goals. The coach's initial annual base compensation without any incentive/supplemental compensation would be \$390,000 (including media payment). The academic incentives are adequate – the amounts being equivalent to incentive pay for conference or national coach of the year.

Mr. Freeman confirmed for Board members that the contract does follow the Board's approved model contract. Mr. Lewis asked if there was a buy-out clause. Ms. Atchley confirmed the buy-out clause on behalf of the university and summarized those details, commenting the contract contains significant payment provisions in favor of the University if the coach terminates employment for convenience. University of Idaho legal counsel Kent Nelson added that if the University terminates the contract, the University is obligated to continue the base salary and media payment for the term of the contract. Mr. Freeman indicated this clause is in line with the model contract.

OTHER BUSINESS

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

M/S (Terrell/Atchley): To adjourn at 3:11 p.m. MST. The 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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 12-13, 2012
Special Board Meeting
Boise, ID**

A regularly scheduled meeting of the State Board of Education was held December 12-13, 2012 at North Idaho College in the Lake Coeur d'Alene Room of the Student Union Building in Coeur d'Alene, Idaho. Board President Ken Edmunds presided and called the meeting to order at 1:00 p.m. PST. A roll call of members was taken for the meeting.

Present:

Ken Edmunds, President
Don Soltman, Vice President
Emma Atchley, Secretary
Tom Luna

Bill Goesling
Richard Westerberg
Rod Lewis (joined the meeting of 3:10 pm on 12/12)

Absent:

Milford Terrell

BOARDWORK

1. Agenda Review

BOARD ACTION

M/S (Atchley/Goesling): To approve the agenda as submitted. The motion carried unanimously.

2. Minutes Review

BOARD ACTION

M/S (Soltman/Atchley): To approve the minutes from the October 17-18, 2012 Regular Board meeting, the November 19, 2012 Special Board meeting, and the November 20 Special Board meeting as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Soltman/Westerberg): To set December 18-19, 2013 as the date and the College of Western Idaho as the location for the December 2013 regularly scheduled Board meeting. The motion carried unanimously.

There was brief discussion about the February 2013 date. Ms. Bent clarified that the date would remain as originally scheduled for February 20-21, 2013.

WORK SESSION**POLICY PLANNING & GOVERNMENTAL AFFAIRS (PPGA)**A. Board of Education Strategic Plan

Ms Bent identified that the Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system. The strategic plan is used to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state.

Ms. Bent indicated there have been minor wording changes to some of the performance measures to further define the data being collected, in addition to the changes requested by Board members at the October 2012 Board meeting. Additionally the two statewide Performance Based Funding Measures have been incorporated into the strategic plan. Additional work will be required over the next year to determine a statewide benchmark for these two measures.

Ms. Bent provided a review of the goals and objectives of the Board's strategic plan. She indicated much work has been done on the performance measures but not as much on goals and objectives. She provided Board members with a redlined copy of the changes to the plan. Starting with Goal 1, she identified the changes under Objective A and its performance measures. She commented that the performance measure related to the Opportunity, LEAP and SLEAP scholarships had been deleted because LEAP and SLEAP do not exist anymore, and the Opportunity scholarship fits under what is now the first measure for Objective A. She identified changes to the current benchmarks and the proposition of a new performance measure to include ACT and SAT benchmarks. There was discussion on access for students and what may or may not need to be changed in Objective A. Dr. Goesling indicated he would like to see a measurement that speaks to having the facilities and staff to support the plan that also shows any limitations of facilities and staff. Mr. Edmunds expressed concern of student financial and geographic limitations and urged lowering costs and increasing opportunities for students wherever they are via on-line learning or otherwise. Ms. Atchley commented that she sees the lack of transferability as a barrier to students which needs to be addressed as well in the discussion on access. Mr. Westerberg would like benchmarks to determine whether access has been improved.

Dr. Rush commented on the structure of the plan and reminded Board members that implementation of these measures is a guide for institutions to use for development and response to their own plans and measures. This is a high-level planning process to address key areas. For today's discussion, the Board agreed to review the additions and deletions to the plan and discuss benchmarks at the end of the review.

Ms. Bent went on to discuss changes under Objective B, Goal 1, which speaks to the levels of educational attainment achieved. Staff proposes adding the number of degrees conferred which is also a performance based funding metric. Additionally, they are adding the number of postsecondary students receiving awards during the academic year and the percentage of high school students enrolled in advanced opportunities as benchmarks. Ms. Bent reminded the Board members that this strategic plan is also in alignment with the Complete College Idaho (CCI) plan. Mr. Westerberg expressed concern over having too many benchmarks and to be cautious to not have so many that the plan will be diluted. Mr. Edmunds suggested reordering the benchmarks by progression and chronological flow.

There was continued discussion about benchmarks and measurements of the strategic plan. Dr. Goesling suggested identifying measurable components related to access and providing a definition for the institutions to work toward. Then, the institutions would respond to the Board on those components and benchmarks including their restrictions and transferability.

Ms. Bent moved on for discussion of Goal 1, Objective C which is Adult Learner Reintegration and has traditionally been light on benchmarks. The benchmark for the number of bridge programs was increased, and added to this objective is the percentage of first-year part-time freshmen returning for second year for 2-year and 4-year institutions. Goal 1, Objective D, Transition, was discussed. Mr. Edmunds felt there are more things the Board should be directing the institutions to do as related to improving student transition to the work force. Ms. Bent pointed out the difficulty in measuring outcomes system wide under this objective, adding that once the SLDS work is complete to include workforce data it should help illustrate outcomes. Mr. Westerberg suggested a placement percentage for the objective – such as if the student got placed and if it was in their area of study. He suggested a measure that identifies relevancy and quality of education. Dr. Ickes commented that the University of Idaho does a follow-up survey with their seniors at three years out to collect information on how long it took to get a job, the kinds of jobs, and industry areas the students go into.

Ms. Atchley suggested including data on internships and apprenticeships. Dr. Goesling suggested including information on the number of students who are prepared for STEM fields. He also asked how students from the IDo teach program will be counted in this data. Ms. Bent responded that they will be counted as STEM majors. Dr. Goesling would like a measurement related to STEM included. Dr. Rush clarified that the Board will have data available that integrates workforce data into the data it presently has.

Mr. Lewis joined the meeting at 3:10.

Ms. Bent reviewed the changes under Goal 2, Objective A. She indicated the first two

performance measures struck the word *funding* and replaced it with the word *expenditures* after discussions with institutions and how they track the money. Added to this objective are the number of sponsored projects involving the private sector and the total amount of research expenditures.

Objective B measures student internships and undergraduate research. Ms. Bent indicated that based on previous Board discussion the performance measure related to student participation in internships would be moved to the Objective D – *Transition* section. Staff is proposing to add National Assessment of Educational Progress (NAEP) proficiency levels in Math and Science. She pointed out that NAEP has three levels of proficiency which are not in alignment with Idaho's current AYP proficiency levels and that the assessment is not done annually and is only done on specific grades and subjects. Mr. Soltman asked about annual benchmarks. Ms. Bent responded this measurement is done every other year and clarified the reasons for using NAEP. Mr. Luna provided comments on how NAEP works and what it measures. Mr. Soltman asked if we want to include this as a performance measure since it is not annual. Dr. Rush and Mr. Luna suggested using the SAT. Ms. Bent responded that would be a possibility and pointed out one consideration with how science is measured. Mr. Luna felt the SAT is one of the indicators that should be looked at. Mr. Westerberg also suggested using the SAT math score. There was further discussion surrounding measuring critical thinking. Dr. Ed Baker from Boise State University provided comments on measuring these areas and that the dimensions of both do overlap. The Board members agreed to remove *Objective B – Innovation and Creativity*, and leave those descriptors under Objective A. Thus, Objective A will remain as *Critical Thinking, Innovation and Creativity*. Additionally, the undergraduate research measure that was under Objective B would become part of the performance measures of Objective A. With regard to the NAEP performance measure, the Board agreed to remove it.

At this time, the Board took a moment to recognize the 2012 Idaho Teacher of the Year, Ms. Katie Pemberton from Canfield Middle School in Coeur d'Alene. Ms. Pemberton has taught for seven years and also works as an adjunct professor at Lewis-Clark State College. She attended today's meeting with Coeur d'Alene Superintendent Hazel Bauman. Mr. Luna shared some remarks for the audience about the award and expressed what a great example Ms. Pemberton is to the classroom and the community. Ms. Pemberton thanked the Board for its leadership in the state and spoke of the honor of representing the school district and the teachers of Idaho.

Returning to the work session, the Board discussed changes to Goal 2, Objective C, Quality Instruction which looks at the performance of students and a new measure that will look at the quality of teachers. Mr. Soltman pointed out the measures do not address recruitment and retention of teachers. Ms. Bent responded that this area is difficult to measure because the data is specific to school districts and encouraged suggestions from Board members. She indicated the measure they are proposing to add is the percentage of first-time students from public institution teacher training programs that pass the Praxis II. Mr. Edmunds asked for suggestions in what the Board should be looking at with regard to recruitment and retention of highly qualified teachers. Mr. Luna responded that there is discussion and goal setting needed for teacher prep programs and licensure. He indicated teacher scores on the Praxis is not

a good indicator of success in the classroom because it only measures a teachers content knowledge. He felt there would be forthcoming information that would help with the standards for this measure and added that within the information would be a common licensure and common readiness standards that would be signed on by a number of other states including Idaho. He encouraged student achievement to be part of a teacher's evaluation with focus both on growth and proficiency. Mr. Luna added that there needs to be more discussion on the five-star rating system. He also suggested that AYP should be removed and the five-star rating system should be added under this goal and objective.

There was continued discussion on the development, recruitment and retention of highly qualified teachers and teacher preparedness. Mr. Luna indicated that a good early predictor is what is happening in our colleges presently in the way of development, and how pre-teachers are performing and developing professionally. Mr. Lewis suggested including *development* on the objective with recruitment and retention. This recommendation was agreed upon by the other Board members.

Ms. Atchley commented that the Board needs to set the bar for new teacher qualifications. Mr. Luna suggested asking superintendents for feedback on where they would like to hire their new teachers from. Dr. Goesling suggested asking the institutions for feedback on the performance of teachers to use as part of the measurement. The Board continued to discuss and seek more information on teacher preparedness and what kind of a goal needs to be inserted to indicate a reasonable measurement of teacher performance.

Moving on to Goal 3, Objective A, Ms. Bent identified the changes to this section and that the change to the first performance measure is also tied to the performance based funding initiative. Dr. Goesling asked how students are identified who require remedial education. Ms. Bent responded that through the CCI Plan, remedial students will be able to be identified. Dr. Goesling also expressed wanting to see a measure dealing with financial aspects.

The Board members went on to discuss Goal 3, Objective B which was one that previously had one performance measure. Staff proposes adding in the four phases previously approved by the Board in the benchmarks. The Data Quality Campaign (DQC) "actions met" item was added as a new performance measure. Ms. Bent indicated and identified the 10 items for Idaho, of which five have been met already.

Ms. Bent moved on to Goal 3, Objective C, which addresses administrative efficiencies aimed at creating cross institutional collaboration as a way to consolidate services and reduce costs in non-competitive business processes. Ms. Bent reported that a significant amount has been done under this measure and outlined those changes. Mr. Westerberg asked if we have measures that point toward collaborations. Ms. Bent responded that there was trouble with collecting this data from institutions. Mr. Lewis recommended focusing on collaborations that save money and create efficiencies. Mr. Westerberg recommended noting cost per credit hour under this objective. There was discussion about reducing the amount of measures related to research and consolidating them into one surrogate. Dr. Goesling recommended moving the

collaborative efforts to Goal 3, Objective A. Ms. Bent commented that Objective C may be able to be removed and the measure on collaboration specific to cost efficiencies could be added to one of the other objectives. Dr. Rush pointed out that there has been a significant increase in collaborative efforts among the institutions as well as with the Board office. The Board members decided to add a collaboration measure to Goal 3, Objective A.

Ms. Bent provided a review of the annual benchmark numbers. There was discussion about the benchmarks and that the Board may not be able to set benchmarks at today's work session. It was agreed on by the Board that the PPGA Committee should review benchmarks and return to the Board with recommendations. There was discussion about state funded scholarships. Dr. Rush clarified that the conclusion from the Scholarship Committee was that the scholarship program needs to be organized properly before pursuing the legislature for money. Mr. Lewis suggested studying scholarships at each institution as a place to start. Dr. Ickes cautioned the Board about focusing only on need based scholarships, because it could produce an incentive to reallocate from elsewhere. Ms. Atchley commented on the need to review cost per credit hour. Dr. Goesling felt it is important to keep pursuing state funded scholarship dollars. Mr. Westerberg commented this goal needs to contain the net cost of education.

Mr. Lewis redirected the discussion to Goal 1, Objective B and the go-on rate and 60% goal that focuses only on Idaho graduates. Ms. Bent clarified that this measure focuses on Idaho graduates because the Board has the most impact to increase that number. Mr. Lewis was concerned about the language and it was decided to strike the word *Idaho* and replace it with *all*. Mr. Westerberg reemphasized the goal of having an educated workforce. Mr. Lewis suggested giving more consideration to what the total go-on rate should be over the next several years starting from where we are presently. Ms. Bent responded that we can calculate what we will need for each year consecutively for the go-on rates and note those figures.

In summary, the consensus of the Board is to increase the scholarship pool. For the scholarship discussion, Dr. Rush recommended staying the course for this year for state based need. Mr. Lewis' suggestion for scholarships was to achieve an institution number and establish a goal at a higher level and include a state funded goal.

At the conclusion of the discussion on this item, there was no action taken on the original motion as provided in the agenda. It was decided that the strategic plan item would come back before the Board during the February Board meeting.

B. Higher Education Research Strategic Plan**BOARD ACTION**

M/S (Soltman/Goesling): To approve the 2013-2018 Statewide Strategic Plan for Higher Education Research as submitted. The motion carried unanimously.

M/S (Soltman/Goesling): That the Board return this item to HERC and direct HERC to provide baselines for the measures and identify how to address barriers identified in the plan. The motion carried unanimously.

Mr. Soltman introduced the agenda item and commented this Higher Education Research Strategic Plan has been revised and improved by the Higher Education Research Council. Ms. Bent added that the benchmarks which were provided are percentage increases which are difficult for the Board to interpret what those increases equate to in consideration of where the institutions are presently. Ms. Bent commented that HERC reviewed the plan and performance measures provided by the institutions and did make a determination that the goals do stretch the institutions.

Mr. Edmunds asked HERC to provide a baseline report to the Board to measure progress and that historical information be included in the report. Ms. Atchley additionally suggested the institutions address barriers and recommend solutions to them. There was discussion about whether the goals are adequate and suggestion that additional goals may need to be added.

BUSINESS AFFAIRS & HUMAN RESOURCESC. General Fund Update

Mr. Freeman provided a General Fund update and described what makes up the General Fund. He provided a handout and presentation for Board members and reported that the FY 2013 estimated revenue is just over \$2.6 billion dollars. Public education makes up 61% or just over \$1.6 billion dollars. Mr. Freeman provided a recap of Fiscal Year 2013 as of November 2012 and indicated that the Division of Financial Management will release its new revenue estimate in early January 2013.

Mr. Freeman commented that there is a 4% hypothetical growth number being used which is the same as was provided to the new legislators. The information provided was based on all state agency requests that were submitted as of September 1, 2012.

For YTD revenue, Mr. Freeman reported that general fund revenue collections through November were 0.7% or \$7.9 million less than expected from the revised DFM forecast, adding that if the revised forecast holds, general fund revenues would grow at a rate of 2.9%, slightly off the forecast of 3.2%. He commented that the Governor's new revenue estimates for FY 2013 will be revised downward again to 2.7% or \$2,658 million. For FY 2014, it will be 5.2% or \$2,796 million. In conclusion of the report, Mr. Edmunds wanted to ensure clear communication to JFAC on what the Board's priorities are.

Unanimous consent was requested to recess the meeting until 8:00 Thursday morning. There were no objections.

Thursday December 13, 2012, 8:00 a.m., Lake Coeur d'Alene Room of the Student Union Building, North Idaho College in Coeur d'Alene, ID.

President Edmunds called the meeting to order at 8:00 a.m. He turned the time over to Mr. Browning from North Idaho College who introduced the North Idaho College Chamber Singers for the singing of the National Anthem.

OPEN FORUM

President Edmunds introduced Mr. Rick Jones to speak during open forum. Mr. Jones introduced himself as a counselor from Coeur d'Alene High School. He wanted to point out what he considers a policy problem with the current high school graduation requirement. The current requirement is that a SAT, ACT, or Compass Exam be taken prior to the end of the student's junior year. He pointed out there is no provision for if the student does not take the exam, or for the student who transfers to Idaho after their junior year. He encouraged the Board to add a provision to the policy for students to complete the test during their senior year. Mr. Edmunds thanked Mr. Jones for his comments.

Board President Edmunds acknowledged distinguished guest Senator John Goedde.

CONSENT AGENDA

M/S (Soltman/Goesling): To approve the Consent Agenda as presented. The motion carried unanimously.

1. Audit Contract – 6th Amendment

By unanimous consent to approve the 6th amendment to the audit contract between the State Board of Education and Moss Adams, LLP, as presented in Attachment 1.

2. Audit Committee: Mark Heil Reappointment

By unanimous consent to renew the appointment of Mark Heil as an outside member of the Audit Committee with a term expiring December 31, 2013.

3. Boise State University Foundation Operating Agreement

By unanimous consent to approve the memorandum of understanding between the Boise State University Foundation, Inc. and Boise State University as presented.

4. University of Idaho – Renewal of Lease to the US Geological Survey at the UI Research Park

By unanimous consent to approve the request by the University of Idaho for authority to enter into a lease with the US Geological Survey in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the University's Vice President for Finance and Administration to execute the lease and any related transactional documents.

5. Quarterly Report: Programs and Changes Approved by the Executive Director

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

6. Idaho State University – Facility Naming

By unanimous consent to approve the request by Idaho State University to name two locations at ISU: The Carlos D. Jones Family Loge in the Jensen Grand Concert Hall and the Dr. Dale H. Magleby Specimen Preparation Room in the planned Anatomy and Physiology Lab at the Idaho State University Meridian Center.

7. Eastern Idaho Technical College – Facility Naming

By unanimous consent to approve the request by Eastern Idaho Technical College to name the technical building the William A. Robertson Building in recognition of the contributions Dr. Robertson has made to Eastern Idaho Technical College.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. North Idaho College (NIC) – Annual Report

North Idaho College President Joe Dunlap provided an overview of NIC's progress in carrying out the College's strategic plan. Dr. Dunlap indicated they would bring their Educational Master Plan to the Board for approval. He reviewed NIC's regional foot print and commented that next year is the college's 80th anniversary. He reported NIC has experienced 46% growth over the last five years and serves approximately 6,500 students on their main campus. There are other outreach centers in Sandpoint, Post Falls, Bonners Ferry, and Kellogg, and there is support of the Coeur d'Alene Tribe in Plummer. Dr. Dunlap also mentioned they serve a Head Start program in several north Idaho communities in addition to adult basic education programs along with support of the Agency on Aging in North Idaho.

Dr. Dunlap indicated their economic impact study showed NIC's contribution is \$164.6 million to north Idaho. The average rate of return per student is about 16%. They show a 1% growth this year and they feel they have great opportunities in E-learning, dual credit and with their outreach centers. Dr. Dunlap indicated they have partnered with Avista to promote the development of entrepreneurs in the region.

Dr. Dunlap reported on student success and that they are very active in the area using multi-cultural and veteran's advisors. Their Phi Theta Kappa (PTK) has reached five-star level status and the INBRE program has been very successful. He indicated NIC will waive their admissions fee starting in the Fall of 2013.

Dr. Dunlap spoke of the collaborative efforts between NIC, CSI and CWI. He indicated that dual enrollment would be standardized between the three community colleges and that they are looking at changes regarding out-of-county tuition and working together with other community colleges to provide comparable data.

2. President's Council Report

President Bert Glandon from the College of Western Idaho, and current chair of the Presidents' Council gave a report on the recent activities of the Presidents' Council. He reported on the presentation by Idaho Business for Education (IBE) with Skip Oppenheimer and Bob Lokken and IBE's 3x3 plan which priorities are to address remediation, accountability, and truth in transparency. The President's Council also had a presentation from Doug Sayer, Chair of the iGEM Council, at which the conversation revolved around an understanding between the presidents and the iGEM Council to move forward with recommendations for the iGEM funds appropriated to Commerce. Dr. Glandon reported the presidents are having ongoing conversations with the provosts regarding the Regents Degree in the state, and are still looking toward a Fall 2013 delivery for this degree. The presidents discussed coordination of the legislative luncheons and how higher education can coordinate their message and have a more consistent approach in communicating with legislators.

3. Data Management Council (DMC) Bylaws and Update

BOARD ACTION

M/S (Westerberg/Atchley): To approve the Data Management Council bylaws as submitted. The motion carried unanimously.

Andy Mehl from the Board office gave a presentation for the Board members. He was joined by Vera McCrink and Ann Lewis from the Data Management Council (DMC). Mr. Mehl indicated there are 12 members of the Data Management Council made up from the State Department of Education (SDE), Professional-Technical Education (PTE), the institutions and a registrar from North Idaho College. The Council oversees the creation, development and maintenance of the P-20 SLDS system. Mr. Mehl shared the purpose and role of the Council and pointed out some accomplishments which included the SLDS document creation and posting of instructions, EDUID enhancement project, and data quality review requirements to name a few. Mr. Mehl also pointed out some issues involving the Council which included data quality, historical data, security and data use. He indicated the next steps for the DMC will revolve around getting into the data – such as how it is used, how to ensure reasonable accuracy, the continual review of security measures and how to optimize the collection.

Ms. Atchley asked about the research request website. Mr. Mehl described the process and commented that it allows anyone to make a request into the SLDS system for data and it is modeled after the work Virginia has done. Ms. Atchley asked about the security of the system. Mr. Mehl reported that the request must meet certain criteria to be considered a legitimate request of which security is a top priority. Mr. Soltman asked how complete and timely the data is. Mr. Mehl indicated that much of the 2011-2012 academic year data has been received and is being worked with presently.

4. Statewide Longitudinal Data System (SLDS) Update

Mr. Mehl provided a report to the Board starting with an overview of the SLDS landscape for Idaho and how data is uploaded. The data includes K-12, postsecondary, Department of Labor, and student clearinghouse data. The component linking K-12 to postsecondary is called the EDUID which stands for the education unique identifier and is critical in determining whether a student moves on or not. Mr. Mehl indicated that part of the SLDS Federal grant involves building a longitudinal data store that the Department of Labor will house which takes the unemployment insurance data and puts it into a longitudinal data store. This will also provide workforce outcome data on students; however the data will be limited.

Mr. Mehl provided information on the initiatives of the SLDS that include the National Student Clearinghouse, WICHE Multi-State Data Exchange (Washington, Oregon, Hawaii and Idaho), and the U.S. Department of Education grant. Mr. Mehl provided a timeline of the SLDS since its inception in 2010 through fiscal year 2015. Mr. Mehl discussed high school feedback reports and gave examples of how some students may not be captured in the report. He indicated the Board office receives student enrollment and graduation numbers from two sources – Idaho public postsecondary institutions and the National Student Clearinghouse. Students who have opted for private reports are not included in the data.

Mr. Mehl shared an example slide showing the class of 2005's postsecondary enrollment and progress. It showed 3,390 postsecondary graduates out of 13,254 students which provides an idea of what is going on with students in Idaho. Mr. Mehl provided advantages of using this data which include the ability to slice or mix the data to provide more thorough reports to look at it in a multitude of different ways. He also pointed out some issues with the data.

Mr. Soltman asked if all our institutions participate in the clearinghouse. Mr. Mehl reported that all public postsecondary institutions do participate, and the College of Idaho does not participate in sharing data to the clearinghouse at this time. The college will have data to submit going forward, but they will not have historical data.

Mr. Mehl elaborated on the proposed recommendations for changing phase three of the approach for the SLDS construction. He indicated that when the four phase plan was originally presented, phase three called for building a full-fledged data warehouse. Mr. Mehl currently feels that elaborate of a plan is not necessary to get the information to those who need to use it. He felt a summary level set of tables can be built on top of the SLDS data they are collecting which can be made available to satisfy requirements.

The phase three timeline is 2014 and phase four remains the same.

Mr. Luna asked if the DMC had been given a chance to review the proposed changes. Mr. Mehl responded that it has been discussed with the DMC and they also plan to discuss it at a deeper level with the institutions. Mr. Luna asked if the changes will go beyond regulatory compliance. Mr. Mehl responded that the data will be able to be drilled down to many levels to provide requested information without affecting FERPA issues. Dr. Rush asked how the model from Virginia is helping us. Mr. Mehl responded that the Virginia system provides the front end for requests which allows us to document everything along the way. It also publishes the data dictionary and allows the user to pick the list of fields they want to build ad-hoc queries. The Virginia system wraps the data together to give a clean interface in the system. He added that the Virginia system was built using federal funds so it is in the public domain and available to us, adding that they are looking to partner with us to transfer data to Idaho. Mr. Edmunds asked how soon mock-ups could be run through with the data available. Mr. Mehl responded that staff is ready to do that now.

The Board decided to not make any motion on this item today. Mr. Mehl will discuss it further with the DMC and the institutions, after which the item will return to the Board for approval. Dr. Rush publically thanked Mr. Mehl and the others for their work and accomplishment on this project.

5. Board Policy I.K. Naming/Memorializing Building and Facilities – 1st Reading

M/S (Soltman/Atchley): To approve the first reading of Board Policy I.K. Naming/Memorializing Building and Facilities as submitted. The motion carried unanimously.

Ms. Bent indicated the proposed amendment would clarify the wording in the policy and align it with current practices. Mr. Lewis commented that with regard to the definition of delegation and authority, you can't have delegation without authority. Ms. Bent clarified the changes for Mr. Lewis and indicated those changes would be made for the second reading.

6. President Approved Alcohol Permits

Board staff has prepared a brief listing of the permits issued for use. The list was provided in the agenda materials for the Board's review.

STATE DEPARTMENT OF EDUCATION

1. Schoolnet Instructional Management System

Mr. Luna introduced Alex MacDonald, Director of Instructional Technology from the Department of Education, who provided a report on the Idaho System for Education Excellence (ISEE) Phase II: Schoolnet program which is an instructional management system. Mr. MacDonald reported that with Schoolnet, SLDS data can be used to improve student achievement. Schoolnet was selected by a group of education

stakeholders in May 2010 after reviewing several other instructional management systems. It is currently funded through a grant from the J.A. and Kathryn Albertson Foundation. He reported that every teacher in Idaho has access to Schoolnet and the Department also provides additional training and support to 15 grantee districts.

Mr. MacDonald commented that Schoolnet is a “digital backpack” for every student that contains ISAT results, deconstructed content standards, and student key performance indicators to name a few. Schoolnet contains administrator dashboards, teacher portals and parent portals. Mr. MacDonald provided a visual of what Schoolnet looks like for teachers and how digital content can be accessed and linked to their classrooms through different partner applications. Instructional practices can be structured based on this data as well and it shows how the student is doing academically over time. The Department is addressing the Idaho common core standards and preparing to implement those with Schoolnet. Schoolnet also assists with the creation of curriculum guides, and lesson plans and materials can be aligned to various standards. The assessment platform is on-line for student testing which greatly reduces the amount of time spent for teachers grading papers. There are also security measures and permission levels implemented as to not violate any privacy laws or concerns.

Ms. Atchley asked if the system is linked to the longitudinal data system. Mr. MacDonald indicated it is linked to the ISEE data system. The system links teachers to students to courses to outcomes and the information is mobile and can be accessed if a student changes schools and moves into a different district.

Mr. Edmunds asked if we are scratching the surface of technology in schools and if we know the numbers and costs associated with providing this information to all teachers. Mr. Luna responded they have invested in a system that provides student level data. He indicated he would give a more thorough response in his Superintendent’s update as a result of the propositions failing during the November vote. There was further discussion about funding spent on technology and the sharing of data. Mr. Mehl will be working with Department staff on the data sharing.

Mr. Edmunds asked how long the funding from the J.A. and Kathryn Albertson Foundation will last. Mr. Luna responded that the funding was for initial start-up and that there are on-going costs in excess of \$2 million that will need to be addressed going forward. Dr. Goesling asked about the parent portal. Mr. MacDonald responded that parents are able to see their own child only and where that child ranks with others, and what areas the child excels in or needs help in. Mr. Luna invited Board members to attend a classroom where this technology is being used and followed up by saying it frees up teacher time to spend more time with students.

2. Superintendent's Update

Superintendent Luna provided information on the ramifications of the repeal of the Students Come First laws. He started by reviewing each of the propositions and provided a summary for each of the components contained under the propositions. He also identified the investments in education reform related to the propositions and indicated the way the money is allocated in the future remains to be determined. Mr. Luna summarized where we are today with the repeal of these laws.

He reported for Proposition 1, tenure is reinstituted so a teacher achieves tenure after three years. Master agreements and evergreen clauses are back for 2013 negotiations – this includes contracts not being reviewed annually. Seniority is back in force and employment decisions are based on who has been there the longest. Parent input and student achievement will no longer be a part of teacher evaluations. For Proposition 2, money allocated in this year's budget and proposed budget is uncertain moving forward. For Proposition 3, the "use it or lose it" flexibility has been eliminated which has a \$25 million dollar impact on our schools this year. Classroom technology funding is uncertain in what districts can do with funds. Mr. Luna pointed out that money not yet distributed will not be distributed – i.e., the first half was distributed and the 2nd half will not be. Dual credit for early completers is compromised as the state will not be able to pay for it and additional funding for math and science teachers will be going away. He indicated that part of Proposition 3 allowed for the development of an online clearinghouse and those funds are now gone. He added that minimum teacher salaries remain at their current level and one-to-one mobile computing funds have also been compromised.

Mr. Luna reported the fiscal impact from the propositions failing is at least \$40 million of the Department's current appropriation. A portion is offset, at \$14,789,200 but there is a \$22,387,700 net loss for school funding for the current year. He reported that for the next fiscal year, funding shortfalls are even greater and the impact of where we are today is far more complicated than many realize. Mr. Luna indicated there will be much work ahead with the legislature to address the uncertainties going forward.

3. Temporary and Proposed Rule - IDAPA 08.02.01.151, Rules Governing Administration, Negotiations

BOARD ACTION

M/S (Luna/Goesling): To approve the temporary and proposed rule change to IDAPA 08.02.01.151, Rules Governing Administration, Negotiations, as submitted.
The motion carried unanimously.

4. Temporary and Proposed Rule- IDAPA 08.02.02.120, Rules Governing Uniformity, Local District Evaluation Policy

Mr. Luna provided some background on the change related to this rule. He indicated that with the repeal of Students Come First, it removes the rule but the contracts that teachers and administrators are currently working under through the end of this fiscal

year would still be in force. Those contracts require that evaluations be tied to student achievement and parental input is part of the evaluation. Mr. Westerberg requested unanimous consent to return this item to the Department for additional work and study and to return it to the Board at a later time. There were no objections.

AUDIT

1. FY 2012 Financial Statements Review

BOARD ACTION

M/S (Atchley/Westerberg): I move to accept from the Audit Committee the Fiscal Year 2012 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP. The motion carried unanimously.

Mary Case from Moss Adams provided a report to the Board on the results of the financial audits for of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College. FY 2012 is the eighth year that Moss Adams has conducted audits of the financial statements for the colleges and universities. The audits are conducted in accordance with Generally Accepted Government Auditing standards and include an auditor's opinion on the basic financial statements. Ms. Case reported that there was one finding regarding EITC that was corrected during the audit process. Ms. Case indicated the audits went very smoothly with outstanding cooperation and effort from all institutions.

Ms. Atchley pointed out that the community colleges have their own audit boards who conduct audits of those colleges.

2. FY 2012 College and Universities' Financial Ratios

Mr. Edmunds requested a brief description of the measures used in this report. Mr. Freeman indicated that these ratios were developed by the Board in a work session several years ago and are industry standard ratios. The ratios look at institution and foundation finances.

Mr. Edmunds asked if we are relying on this data to demonstrate the financial health of the institution. Ms. Atchley reported in the affirmative. Mr. Lewis commented the Board should have one set of metrics to look at on a regular basis to understand the financial health of the institutions. Mr. Freeman asked the institutions if they use these ratios when they meet with their rating agencies. The institution representatives responded that the ratios are just one piece requested by the rating agencies. Mr. Soltman asked for input from Moss Adams. Ms. Case indicated that trending is the critical factor to look at on the dashboard of key performance indicators. Mr. Edmunds asked for the item to be returned to the BAHF Committee for further evaluation. Ms. Atchley recommended having a similar set of key performance indicators that will be regularly reported on by the institutions. Mr. Freeman responded that the institutions

are presently working on quarterly reports. The vice presidents of finance from the institutions provided a brief analysis of their FY 2012 financial ratios. This information was also provided with the agenda materials to the Board members.

3. Board Policy V.Y. – Compliance Programs – Second Reading

BOARD ACTION

M/S (Atchley/Lewis): To approve the second reading of the proposed new section, Board Policy V.Y., as presented in attachment 1. The motion carried unanimously.

At this time, the meeting recessed for a lunch break until 12:30.

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.G. – Policies Regarding Faculty – Second Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the second reading of amendments to Board Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) as presented. The motion carried unanimously.

2. Amendment to Board Policy – Section II.H. – Coaching Personnel – Second Reading

Mr. Lewis expressed concern with allowing consecutive one-year contracts. President Nellis responded by commenting on the commitment to student athletes and coaches, encouraging flexibility with selected cases. Mr. Freeman indicated that in order to address the concern of Mr. Lewis a cap could be established for the consecutive renewal of contracts. Mr. Lewis added that a monetary cap would be appropriate as well.

There was continued discussion on the item and regarding the wording of the policy. Mr. Westerberg requested unanimous consent to return the item back to the Athletics Committee for further work and discussion. There were no objections.

3. Boise State University – Multi-Year Employment Agreement – Neil Resnick, Co-Head Women's Gymnastics Coach

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to enter into the employment contract with Neil Resnick, as Co-Head Women's Gymnastics Coach as set forth in the materials presented to the Board, in substantial conformance with the terms of contract set forth in Attachment 1. The

motion carried unanimously.

Dr. Goesling recommended converting from a percent to a numeric value in the area of academic scores to provide a clearer picture of how a coach is performing in that area.

4. Boise State University – Amendment to Boise State University Supplemental Pension Plan

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Boise State University to adopt the First Amendment to the Supplemental Pension Plan, to authorize the University to select any future annuity contracts in accordance with Plan provisions, to seek a determination letter for the Plan, to adopt any reasonable amendments requested by the Internal Revenue Service as a condition of granting a favorable determination letter and to authorize the Vice President for Finance and Administration to execute all necessary related documents.

The Board cannot comment on the tax consequences of the supplemental pension plan pending IRS action. No assurances or guarantees are made regarding the performance of any investment product selected for this Supplemental Pension Plan. The motion carried unanimously.

Mr. Kevin Satterlee indicated this is a request by Boise State University (BSU) to approve an amendment to its Supplemental Pension Plan for Chris Peterson. He commented that BSU also requests authorization to select future annuity contracts in accordance with plan provisions and to make plan amendments as required by the IRS as a condition of granting a favorable determination letter of the plan.

5. Boise State University – Salary Continuation Benefit for Adjunct Faculty

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to establish a limited salary continuation benefit for adjunct faculty in the event of absence due to unforeseen illness or injury. The motion carried unanimously.

Ms. Pearson provided a statement to the Board that this is a request by BSU to approve the establishment of a limited fringe benefit for awarding sick leave to adjunct faculty, with an aim towards enhancing recruitment and retention. The fiscal impact would be largely budget-neutral because adjunct salary is already budgeted for an entire semester. The request is intended to improve benefits for adjunct faculty.

Mr. Westerberg asked what other institutions are doing in a similar setting. Ms. Pearson responded they are not certain what the other institutions are doing. Ms. Pearson added that two weeks seems to be what the majority of the requests are and that the financial impact is minimal. The financial vice presidents from the other institutions provided comments regarding the motion. Summarily they indicated they do not provide

any such benefit, that adjunct faculty issues are dealt with on a case by case basis and thus far there have been no problems. Adjunct faculty are responsible for finding a substitute in the event they are ill.

6. University of Idaho – Multi-Year Employment Agreement – Jeff Beaman, Director of Tennis

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by the University of Idaho to extend the university's employment contract with Jeff Beaman, as Director of Tennis, for a term commencing on the expiration of the existing contract and expiring on June 30, 2015 with an annual base salary of \$37,003.20 and such contingent base salary increases, annual media payments, and incentive/supplemental compensation provisions as set forth in the materials presented to the Board, in substantial conformance with the terms of contract set forth in Attachment 1. The motion carried unanimously.

Mr. Lewis commented that academic achievement incentive seems low and should be higher. Mr. Smith from the University of Idaho responded those incentives are based on the salary amount and is consistent with other coaches. Mr. Lewis recommended that if it is proportional that there should be consistency between contracts with regard to academic achievement and suggested amending the policy.

BUSINESS AFFAIRS & HUMAN RESOURCES

Section II – Finance

1. Performance Based Funding Initiative (PBFi)

BOARD ACTION

M/S (Westerberg/): To approve the institution-specific metrics and respective baselines and goals to be used as part of a performance-based funding initiative, as presented in Attachments 1 through 4. The motion failed due to lack of a second. This item was returned to the BAHHR committee for further discussion and work.

Mr. Westerberg pointed out the previous work on this item and clarified the intent of today's motion is to approve the institutional goals. Mr. Westerberg asked the financial vice presidents to come forward for discussion. The detailed performance based funding measures for each institution were provided to Board members in their agenda materials.

Ms. Pearson from BSU provided comments for the Board on their performance metrics, indicating they were comfortable with them. She reported that they have not discussed the details with the other institutions. Mr. Edmunds asked what the objective is with using the metrics to measure institutions' performance and if the measures will accomplish this. Mr. Westerberg questioned the amount of stretch for the institutions.

Mr. Freeman indicated they asked institutions for a quality and a progress measure and the other two measures were up to the institutions' discretion. Mr. Freeman felt the recommended measures provided by the institutions were adequate for measuring outcomes. Ms. Pearson added that their measures are based on their strategic plan and this is where they would start with the understanding they would distinguish areas for adjustment as they move along. She summarized the measures for BSU.

Dr. Goesling commented that there should be more emphasis on retention rather than grad rates and that there may be redundancy in the goal. Ms. Pearson indicated they would discuss it at the campus level but they are comfortable with the goal.

Mr. Freeman recounted that the Board's system wide goal is total graduate production which does measure progress and that the goals are distinct.

There was lengthy discussion around the institution PBF metrics. Mr. Westerberg recommended the institutions state why the goal and whether it provides the appropriate stretch. Ms. Pearson summarized their particular measurements and explained why they felt those were appropriate for BSU. She indicated that these measures are top priorities based on their strategic plan and that they do stretch the university.

Mr. Lewis asked how the funding is allocated if the institutions all have different goals. There was further discussion about the arrival of the goals for the institutions and whether the goals stretch each institution. Additionally, Board members discussed how to evaluate each institution. Mr. Westerberg indicated that the two universal goals are production of degrees and the cost per credit hour; these are the root of the measurements as both an efficiency piece and a production piece. The other two goals determined by the institutions are a goal that speaks to progress and one that speaks to quality. Ms. Atchley recommended seeing a connection between where the institutions set their goal and where they need to be against the 60% goal. Mr. Soltman suggested having a one year dry run on a parallel system with no money distributed in order to see where the progress is. Mr. Freeman commented that a year's worth of data has its benefits, but that the Board and legislature have significant interest to move this forward. Mr. Westerberg suggested using the two universal goals in the first year for the funding award, and to track the two institutional goals but not award based on the institution goals. The Board members agreed with this suggestion. There was agreement that more work needs to be done by the institutions around the goals and targets. Mr. Freeman indicated data is still being collected and it would likely be available at the February meeting for setting goals and targets.

Ms. Atchley cautioned the institutions on their University Learning Outcomes (ULOs) in that they need to be cautious not to make the outcomes too easy to accomplish if the institution is going to be able to obtain increased funding based on these goals. Mr. Edmunds recommended more information from the institutions on any internally generated goal that is non-measurable against other institutions.

Mr. Stratton summarized the measures and stretch for ISU. He summarized their two measures of quality, the measure of progress and measure of productivity and indicated

the measures are reasonably consistent with ISU's strategic plan. President Vailas commented that there is not an understanding of what the real costs of the 60% goal are. Mr. Soltman asked about the relevance of ISU's measures to the 60% goal. Mr. Stratton responded that not all of their measures are related to the 60% goal.

Mr. Ickes reported for the University of Idaho on their institutional measures and how they are consistent with the goals of the institution. Mr. Herbst reported from LCSC who emphasized their goals reflect the mission of the institution and are intended to complement the 60% goal. They feel their goals stretch the institution.

Mr. Lewis commented that maintenance above the national average may be something to consider for the institutions. It was determined that this item should be returned to the BAHHR committee for additional discussion and work.

2. Amendments to Board Policy – Sections V.A., V.C., & V.Q. – Misc. Receipts – First Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the first reading of proposed revisions to Board Policy Section V.A., General Authority, Responsibilities, and Definitions, as presented in Attachment 1. The motion carried unanimously. Ms. Atchley was not present for voting.

M/S (Westerberg/Soltman): To approve the first reading of proposed revisions to Board Policy Section V.C., Spending Authority, as presented in Attachment 2. The motion carried unanimously. Ms. Atchley was not present for voting.

M/S (Westerberg/Soltman): To approve the first reading of proposed deletion of Board Policy Section V.Q., Deposits and Miscellaneous Receipts Accounts, as presented in Attachment 3. The motion carried unanimously. Ms. Atchley was not present for voting.

3. Amendment to Board Policy – Sections V.R. – Establishment of Fees – First Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the first reading of proposed amendments to Board policy Section V.R., Establishment of Fees, with all revisions as presented. The motion carried unanimously.

Mr. Freeman pointed out the changes to the policy for Board members. Mr. Lewis noted that the new student orientation fee may need to be included elsewhere. Ms. Pearson reported that the fee is charged one time to all first-time, full-time degree seeking students. Dr. Schimpf reported that there was a new student orientation program which is where this fee originated from.

4. FY 2012 Net Assets Report

A report on the FY 2012 College and Universities' Net Asset Balances was provided to the Board members in their agenda materials. There was some discussion around the Board set target of 5%.

5. Boise State University – Professional Fee – Respiratory Care Program

BOARD ACTION

M/S (Westerberg/): To approve the request by Boise State University to designate a professional fee for sophomore and junior students in the Respiratory Care Program in the amount of \$400 per semester in conformance with the attachments hereto. The motion failed due to lack of a second.

Ms. Pearson provided a summary of the program and introduced Dr. Tim Dunnigan, Dean of the College of Health Sciences, to provide answer any questions on additional information and report on the need for the program.

Mr. Lewis asked about assessing a professional fee for this course and asked how the program would qualify in the category of high level expert degree or profession. He felt it is more of an associate's level program being taken to a bachelor's level program. Ms. Pearson responded that the demand for the program, licensure requirements and extraordinary program costs meet the criteria required. Dr. Dunnigan added that the costs are significant because of the equipment used for the program. Mr. Lewis suggested it would be more appropriate to apply a special course fee for the program instead of categorizing it as a professional course fee.

6. Boise State University – Professional Fee – Radiologic Sciences Program

BOARD ACTION

M/S (Westerberg/): To approve the request by Boise State University to designate a professional fee for sophomore, junior and senior students in the Radiologic Sciences Program in the amount of \$400 per semester in conformance with the attachments hereto. The motion failed due to lack of a second.

7. Boise State University – KBSU Boise State Public Radio Renovation and Improvements**BOARD ACTION**

M/S (Westerberg/Soltman): To approve the request by Boise State University to proceed with construction of the KBSU Boise State Public Radio Renovation and improvements at the Yanke Family Research Park for a total project cost not to exceed \$1,115,000. The motion carried unanimously.

Ms. Pearson provided a brief summary of this item indicating that BSU received Board approval to proceed with planning and design for this project in October 2011. Pursuant to Board policy V.K.3., BSU is now seeking approval of the project budget and financing plan, and to proceed with construction. Source of funds for the project is 100% institutional funds. Since Boise State Public Radio is an auxiliary enterprise, this space will not be eligible for occupancy costs from the State.

8. Boise State University – Downtown Property Purchase**BOARD ACTION**

M/S (Westerberg/Atchley): To approve the request by Boise State University to purchase parcel R0190720070 located at 301 S. Capitol Blvd, commonly known as Unit 6 of the Agora Condominiums of BoDo, for an amount not to exceed \$1,650,000, plus all required closing costs normally associated with the buyer, and an additional \$50,000 for the purchase of all existing furniture, fixtures, equipment and tenant improvements; and further, to authorize the Vice President for Finance and Administration to execute all necessary transaction documents for closing the purchase. A roll call vote was taken and the motion carried with a four-to-three vote in favor of the motion. Dr. Goesling, Mr. Soltman and Mr. Westerberg voted nay on the motion.

Ms. Pearson provided background for this item and a summary of the request for the Board. Stacy Pearson provided the Board with more details on its intended use for the property and after financial analysis was completed, the university determined they would like to move forward with its purchase. They would be able to regain the investment in this property in nine years.

Mr. Soltman asked where it fits in the master plan of the campus. Ms. Pearson responded this is more in their strategic planning for meeting additional space and their property procurement plan for obtaining property off campus. Ms. Pearson responded to a few additional questions related to the location of the property. Dr. Goesling asked about the high debt load of the university. Ms. Pearson clarified that there would be no additional debt for this transaction.

9. University of Idaho – Planning and Design Authorization, Integrated Research & Innovation Center

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by the University of Idaho to implement the Planning and Design Phase for the Integrated Research & Innovations Center, and to expend up to \$3.6M, using institutional reserves, and also to repay these reserves with bond proceeds at a later date. The motion carried unanimously.

10. University of Idaho – Modification of Indenture Agreement with University of Idaho Foundation – Consolidated Investment Trust

BOARD ACTION

M/S (Westerberg/Lewis): To approve the request by the University of Idaho to release certain restrictions on assets transferred to the University of Idaho Foundation pursuant to an Indenture Agreement dated May 20, 1975, and to authorize and instruct the Vice President of Finance and Administration and Bursar of the University of Idaho to execute a Release and Waiver of Rights and Restrictions in substantial conformance to the form provided in Attachment 3 of the materials presented to the Board. The motion carried unanimously.

At this time, Mr. Luna and Mr. Lewis were excused from the meeting.

INSTRUCTION, RESEATCH & STUDENT AFFAIRS

1. Idaho State University – Ph.D. in Geosciences Proposal

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Idaho State University to offer a new Ph.D., in Geosciences. The motion carried with a three-to-two vote. Ms. Atchley and Mr. Soltman voted nay on the motion.

M/S (Westerberg/Atchley): To approve the Memorandum of Understanding between Idaho State University, Boise State University, and the University of Idaho as presented, in substantial conformance to the form submitted as attachment 2 with the effective date of the Memorandum of Understanding changed to December 13, 2012. The motion carried unanimously.

Mr. Soltman asked Board staff if during the discussion of this item the decision by the Council on Academic Affairs Programs (CAAP) was split. Ms. Bent indicated CAAP had asked that ISU conduct further discussion on the potential for collaboration. Ms. Adamcik confirmed there was additional information requested by ISU and the vote was split on the issue. She indicated that an MOU was created and signed by all three institutions. Ms. Atchley indicated the MOU appeared to be very vague and she

recommended it be more specific as to who is responsible for what.

Ms. Adamcik responded that the three institutions have a history of collaboration and that each institution has recognized strengths that need not be duplicated. Ms. Atchley added that there was broad information related to the degree that was very vague and not substantiated such as with labor or other statistics.

2. Idaho State University – Ph.D. in Social and Environmental Dynamics

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Idaho State University to offer a new interdisciplinary Ph.D. in Social and Environmental Dynamics. The motion failed with a three-to-two vote in opposition to the motion. Ms. Atchley, Mr. Soltman and Mr. Westerberg voted nay on the motion.

Dr. Adamcik provided a summary for this program that it draws from three different colleges and eleven departments. Students will enter this program with a master's degree and take two new courses in the first year, then the students will select 18 credits and six electives to support whatever track they choose in terms of the research they will do, after which they will spend 30 credits working on their dissertation research. Dr. Woodworth-Ney added additional comments in support of this program.

Mr. Soltman expressed reservation about the sustainability of this program. Dr. Adamcik responded that it will be an attractive option for students to transfer into this Ph.D. program. Dr. Goesling asked for a review of the costs. Dr. Adamcik responded that there is no new faculty or funding needed and the program will be done within the current offering of courses. Ms. Atchley expressed frustration with contradictory language in this proposal. President Vailas commented this directive came from a push from the National Science Foundation.

Mr. Westerberg questioned the ancillary costs of adding a Ph.D. program. Dr. Woodworth-Ney responded that this program is not cost neutral and commented on the students who are supported by external funding connected to fields that will be involved with this program. She further indicated that once the students are working in this program they will be eligible to apply for grant funding that will support those five students and that as the program evolves it will be supported by the faculty working in it. She added that they perceive the demand will be higher in the long term. Mr. Westerberg expressed his continued concern that a clear picture of costs has not been identified yet.

3. Boise State University – Online MBA Program**BOARD ACTION**

M/S (Westerberg/Soltman): To approve the request by Boise State University to create a new online, self-support Master of Business Administration program and to approve the contract for services with Academic Partnerships, LLC. The motion carried unanimously.

Dr. Schimpf introduced the item and provided a brief summary indicating that BSU proposes to expand its Master of Business Administration (MBA) program offerings to an all on-line format through a partnership with a firm called Academic Partnerships LLC. This firm is an established private enterprise that works with public institutions to offer a number of degree programs. The proposed program will have essentially the same content of the existing program and will be self-supporting, with no state appropriated funds being used. Program revenues will cover administrative, instructional, and operating costs and the proposed online option will not replace existing MBA programs which are currently taught face-to-face.

He introduced Dr. Kirk Smith, the Associate Dean of the College of Business and Economics. Mr. Smith developed the business model for the program.

Mr. Soltman questioned why they chose to use a partner to deliver the program instead of doing it through the university, indicating the fees would likely be higher with a second party involved. Dr. Schimpf went through the course fees for the Board members, and added that Academic Partnerships LLC brings additional resources to the program that BSU does not have such as on-line course designers. He added BSU does offer the program face to face and it costs nearly double for the on-line version of the course. Mr. Edmunds asked what the Instruction, Research and Student Affairs (IRSA) Committee's position was on this item. Mr. Westerberg responded that IRSA did not take a position on it. Mr. Edmunds asked about the exit clause with Academic Partnerships LLC. Mr. Smith responded that BSU has a five year contract with a two-year-notice exit clause. There is also a 60 day failure to perform notice in the clause. Dr. Goesling asked what attrition they anticipate with this course. Dr. Schimpf indicated that a certain portion of their face to face students will prefer the on-line course, but that number would be difficult to predict. He commented that BSU hopes to provide increased access to those students who cannot make it to a face to face class and increase enrollments at the university.

Mr. Westerberg questioned the cost of the program and asked if they have overpriced it. Dr. Schimpf responded that they have done a thorough cost analysis on this program and that they would be able to survive with half of the projected student number used in the model. If the enrollments do not pan out, they will not hire the additional faculty required and they will cancel the contract with Academic Partnerships LLC.

Ms. Atchley reminded the university about collaborative efforts with other institutions offering MBA programs. Dr. Schimpf responded positively regarding collaboration with other institutions, indicating they hoped to share faculty expertise as well. Mr.

Westerberg indicated that there were some legal questions from Board staff that would need to be addressed by Boise State and that he would move forward with the motion with the understanding that those questions would be addressed.

4. Board Policy III.V. Statewide Articulation and Associate Degree, and Board Policy III.N. Private, In-state, Out-of-state – Second Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the second reading of amendments to Board Policy III.N. Private, In-state, Out-of-state, Non-Accredited Institution and Other Educational Source Offerings as presented. The motion carried unanimously.

AND

M/S (Westerberg/Soltman): To approve the second reading of the amendments to Board Policy III. V. Statewide Articulation and Associate Degree as presented. The motion carried unanimously.

Ms. Atchley asked how this will relate to the core curriculum reforms that have already taken place at the University of Idaho and Boise State University. Ms. Bent indicated this motion allows them to take place, and as the general education reform initiative is completed additional changes will come forward in this policy that are in alignment with that initiative.

5. Board Policy III.AA. Idaho Rural Physician Incentive Program – Second Reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the second reading of policy amendments to Board Policy III.AA. Accountability Oversight Committee as submitted. The motion carried unanimously.

6. Board Policy III.AB. Accountability Oversight Committee – Second Reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the second reading of amendments to Board policy repealing Section III. AB. Rural Physician Incentive Program Oversight Committee as submitted. The motion carried unanimously.

OTHER BUSINESS

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

M/S (Soltman/Goesling): To adjourn at 4:20 p.m. PST. The motion carried unanimously.

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**CONSENT AGENDA
FEBRUARY 21, 2013**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II - University of Idaho – Easement to Idaho Power Company at the Kimberly Research and Extension Center	Motion to approve
2	IRSA - Approval to Discontinue Professional-Technical Education Programs	Motion to approve
3	IRSA - EPSCoR Appointment	Motion to approve
4	IRSA - Accountability Oversight Committee Appointment	Motion to approve

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**CONSENT AGENDA
FEBRUARY 21, 2013**

UNIVERSITY OF IDAHO

SUBJECT

Easement to Idaho Power Company at the University of Idaho's Kimberly Research & Extension Center

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(2).

BACKGROUND/DISCUSSION

The University of Idaho (UI) is remodeling existing buildings at the Kimberly Research & Extension Center. The new facilities are located on portions of the Center not currently served with adequate electric service. The remodeled building improves the ability to use and maintain equipment at the existing bean research facility at Kimberly. The improvements will provide additional space for maintenance and shop work associated with the program's operations. To extend electric service, the local utility, Idaho Power, must place new service delivery equipment on UI property. Idaho Power requires an easement for placement of the service requested by University staff at the Center.

IMPACT

In addition to granting this easement, the University will pay Idaho Power and its contractor approximately \$13,000 for the costs of actual installation of the related infrastructure needed to provide electric service to the new facilities. Funding for the installation costs will be provided from the College of Agricultural and Life Sciences' project budget for the improvements at the Center.

ATTACHMENTS

Attachment 1 – Proposed Easement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to grant an easement to Idaho Power in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the easement and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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For County Recorder's Use Only

PLEASE RETURN TO:

1221 W. Idaho St. (83702)
P.O. Box 70
Boise, ID 83707

Easement—OrganizationRegents of the University of Idaho

“Grantor(s)”, of Twin Falls County, State of Idaho, do hereby grant and convey to IDAHO POWER COMPANY, a Corporation, with its principal office located at 1221 W. Idaho Street, Boise, Idaho, 83702 (P.O. Box 70, Boise, ID 83707), its licensees, successors, and assigns, (collectively, “Grantee”), for One Dollar and other valuable considerations, the receipt and sufficiency of which is hereby acknowledged, a permanent and perpetual easement and right of way, at all times sufficient in width for the installation, erection, continued operation, maintenance, repair, alteration, inspection, and/or replacement of the following:

Underground Facilities: Underground electrical power line or lines and related facilities and equipment, generally including, but not limited to, buried power lines and wires, above-ground pad-mounted transformers, junction boxes, cables, conduits, communication lines, including fiber optics, other equipment, and all related appurtenances, any of which may extend above ground, in certain locations to be determined by Grantee at Grantee’s sole and absolute discretion (all of the above collectively being referred to as the “Facilities”) together with the right to permit the attachment and/or use or placement of the wires, fixtures, cables and conduits of other companies or parties (all of the same being included within the definition of “Facilities”), on, over, through, under, and across the following premises belonging to Grantor(s) in Twin Falls County, State of Idaho, in the location described below.

Grantee is hereby also granted the perpetual right of ingress and egress over Grantor’s other property necessary for the full and complete use, occupation, and enjoyment of the easement hereby granted, and together with all rights and privileges incident thereto, including, but not limited to, (i) the right, at Grantee’s expense, to excavate and refill ditches and trenches for the location of the Facilities, (ii) the right, at Grantee’s expense, to cut, trim, and remove trees, brush, bushes, sod, flowers, shrubbery, overhanging branches and other obstructions and improvements which may injure or interfere with Grantee’s use, occupation, or enjoyment of this easement, and (iii) the right, at Grantee’s expense, to install, construct, operate, inspect, alter, maintain, replace, improve and repair any and all aspects of Grantee’s Facilities over, through, under and across the lands subject to this easement.

The location of the easement and right of way granted herein is described as follows:

A strip of land, 10.00 feet wide, 5.00 feet on each side of the following described centerline located within a portion of the W ½ of the SW ¼ of Section 15, Township 10 South, Range 18 East, Boise Meridian, Twin Falls County Idaho, affecting Grantor’s parcel Warranty Deed Instrument No. 433287 and is more particularly described as follows:

BASIS OF BEARING; Found Brass Cap (CP&F Instrument No. 0000-670708) at the corner common to Sections 16, 15, 21 and 22; thence North 00°06’12” East a distance of 2641.34 feet to a found ¾ inch rebar (CP&F Instrument No. 0000-770096) marking the West ¼ of Section 15. (Basis of Bearing reference; Record of Survey Instrument No. 756070).

COMMENCING at a found Brass Cap the southwest corner of Section 15, thence North 00°06’12” East a distance of 444.93 feet; thence South 89°53’48” East a distance of 385.12 feet to an existing pad mount transformer and the POINT OF BEGINNING;

Thence South 89°23’54” East, a distance of 21.91 feet;

Thence North 02°07’18” East, a distance of 97.88 feet;

Thence North 89°38’13” East, a distance of 185.05 feet;

Thence North 89°35’33” East, a distance of 101.90 feet to the POINT OF TERMINUS.

The sidelines of strip of land are to lengthen or shorten as required to create a continuous strip of land.

Containing 4067.71 square feet, more or less.

Grantor shall not alter the grade or elevation of the land within the right-of-way existing on the date hereof through excavations, grading, installation of berms, or other activities without the prior written approval of Grantee. Grantor shall not place nor build any structure(s) within the easement area except fences and except as otherwise approved by Grantee in writing.

This Easement shall run with the land and be binding upon the parties' successors and assigns.

Checked by: Ronald M. Hodge, P.L.S.
 Work Order #: 27375924

(Signature page immediately follows)

Executed and delivered this _____ day of _____, _____.

Signature(s) of Grantor(s) *(Include title where applicable)*:

Corporate Verification

STATE OF _____ }
 COUNTY OF _____ } ss.

I, _____ *(Notary's Name)*, a notary public, do hereby certify that on this _____
 day of _____, 20____, personally appeared before me _____

(Individual's Name Including Title) and _____ *(Individual's*

Name Including Title), who, being by me first duly sworn, declared that he/she/they are respectively the duly authorized person(s) of

_____ *Regents of the University of Idaho* _____ *(Organization Name)*, that he/she/they

signed the foregoing document, and acknowledged to me that he/she/they executed the same as the free act and deed on behalf of
 said organization.

(NOTARY SEAL)

 Notary Public
 My Commission Expires on _____

UNDERGROUND CABLE NOTES								
POINT NUMBER	STATION	CABLE SIZE	CABLE LENGTH	TRENCH LENGTH	CONDUIT SIZE	CONDUIT LENGTH	COMPACTION LENGTH	BORE LENGTH
1	UI6 TO UI4	1/0-A	439	425	1-2"	425		
2	UG SRV TO SHOP	4/0TX	137	125	1-3"	125		

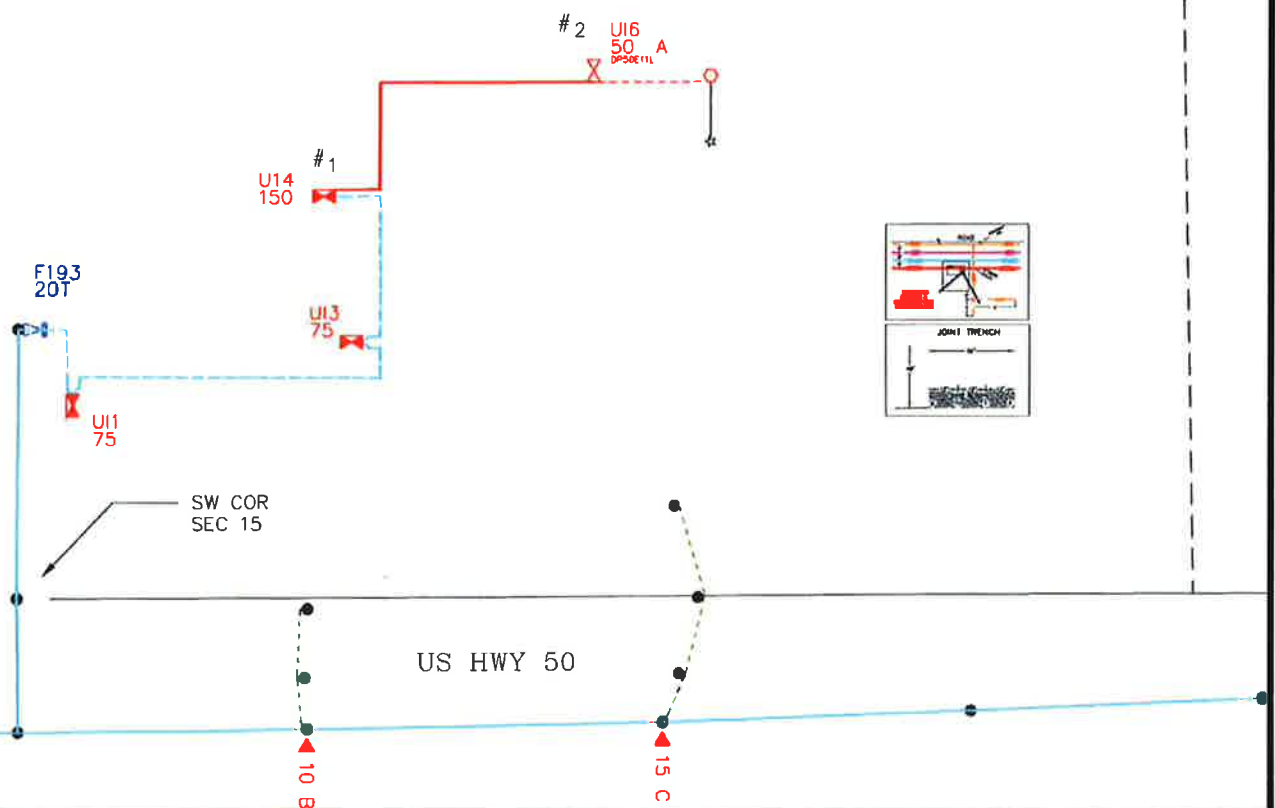
EASEMENT REQUIRED


Date Obtained: _____

To be Obtained: November 2, 2012

From _____

3600 E



Job Title: UNIVERSITY OF IDAHO-					Customer: _____		Date: _____	
Additional Description: 3806 N 3600 E/KIMBERLY								
Additional Description: NEW OUTBLDG								
Feeder Map file Name: KBLY1102					Surveyed or GPS: NONE		Fdr By: _____	
Joint Use Attachments: NO					Pre-Built Date: _____		Date: _____	
Built as Designed: _____					ArcFM By: _____		Design No: 0000095049	
Construction Date: _____					Operating Voltage: 12.5 kV		Work Order No: 27375924	
Qua 4	Twn 10S	Rng 18E	Sec 15	Mer BM				
State ID	County TWIN FALLS							
IDAHO POWER CO. WORK ORDER MAP					SCALE: 1" = 200		Sheet <u>1</u> Of <u>1</u>	

CONSENT
FEBRUARY 21, 2013

IDAHO STATE UNIVERSITY

SUBJECT

Approval to Discontinue Professional-Technical Education Programs

REFERENCE

October 2012 Board approved discontinuance of five (5) PTE Programs at ISU.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
IDAPA 55.01.0 – Sections 101.01, 101.02, and 101.04

BACKGROUND/DISCUSSION

In accordance with IDAPA 55.01.02, Sections 101.01, 101.02, and 101.04, Idaho State University (ISU) proposes to discontinue professional-technical education programs based on inadequate job opportunities, inadequate student enrollment, and inadequate completion rates.

Programs to be discontinued include the following:

- Computer Software Development/Internet Programmer, AAS
- Culinary Arts, Technical Certificate and AAS
- Graphic Arts-Desktop Publishing/Print Media Adv., Technical Certificate
- Graphic Arts, AAS
- Graphic Design in Print Media, AAS
- Medical Transcription, Postsecondary Technical Certificate
- Website Design and Multimedia, Technical Certificate and AAS
- Industrial Controls, Advanced Technical Certificate
- Instrumentation & Automation Engineering Technology, Advanced Technical Certificate

IMPACT

Programs are in the teach-out phase and advisors have contacted students to ensure all have the opportunity to graduate before discontinuing programs or transfer to another relevant program. The options being discontinued are no longer accepting students. The funds allocated to these programs will be reallocated to enhance existing programs. The fiscal impact for these programs range from \$124,328 to \$213,894 each fiscal year.

ATTACHMENTS

Attachment 1 – Correspondence from PTE	Page 3
Attachment 2 – Computer Software Dev/Internet Programmer	Page 7
Attachment 3 – Culinary Arts	Page 15
Attachment 4 – Graphic Arts/Printing Technology	Page 21

CONSENT
FEBRUARY 21, 2013

Attachment 5 – Medical Transcription	Page 29
Attachment 6 – Website Design and Multimedia	Page 35
Attachment 7 – Instrumentation & AutoTech/Industrial Controls	Page 41

STAFF COMMENTS AND RECOMMENDATIONS

Current Board Policy Section III.G.8.a., requires that the Board approve the discontinuance of professional-technical education programs. The State Division of Professional-Technical Education has reviewed these proposed program discontinuations and recommends Board approval.

The Council on Academic Affairs and Programs and Board staff recommend approval of discontinuing the designated professional-technical education programs as presented.

BOARD ACTION

I move to approve the request by Idaho State University to discontinue professional-technical education programs as presented in attachments 2 through 7.

Moved by _____ Seconded by _____ Carried Yes _____ No _____




Idaho Division of Professional-Technical Education
650 West State Street, P.O. Box 83720, Boise, Idaho 83720-0095
Phone (208) 334-3216, Fax (208) 334-2365
<http://www.pte.idaho.gov>

MEMORANDUM

DATE: December 18, 2012

TO: Dr. Mike Rush
Executive Director
Idaho State Board of Education

FROM: Dr. Todd Schwarz 
Administrator

SUBJECT: Proposal for Professional-Technical Education

In accordance with State Board policy, the enclosed program proposals are forwarded for approval by the State Board for Professional-Technical Education.

Idaho State University has requested the discontinuance of the following programs:

- Computer Software Development/Internet Programmer Associate of Applied Science
- Culinary Arts Technical Certificate
- Culinary Arts Associate of Applied Science
- Graphic Arts-Desktop Publishing/Print Media Advanced Technical Certificate
- Graphic Arts Associate of Applied Science
- Graphic Design in Print Media Associate of Applied Science
- Medical Transcription Postsecondary Technical Certificate
- ✓ Web Site Design and Multimedia Technical Certificate
- ✓ Website design and Multimedia Associate of Applied Science

The Division has reviewed and approved the request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have questions regarding the enclosed proposal, please feel free to contact me. Thank you for your attention to this matter.

TS/ds


Enclosures: 5

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MEMORANDUM

DATE: January 2, 2013

TO: Dr. Mike Rush
Executive Director
Idaho State Board of Education

FROM: Dr. Todd Schwarz 
Administrator

SUBJECT: Proposal for Professional-Technical Education

In accordance with State Board policy, the enclosed program proposal is forwarded for approval by the State Board for Professional-Technical Education.

Idaho State University has requested the discontinuance of the following programs:

- Industrial Controls Advanced Technical Certificate
- Instrumentation and Automation Engineering Technology Advanced Technical Certificate

The Division has reviewed and approved the request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have questions regarding the enclosed proposal, please feel free to contact me. Thank you for your attention to this matter.

TS/ds

Enclosures: 1

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education


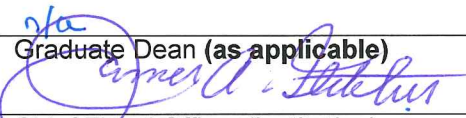



Date of Proposal Submission:	August 8, 2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Technical Department

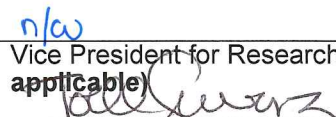

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Computer Software Development Technology
Degree:	Associate of Applied Science: Computer Software Development/Internet Programmer
Method of Delivery:	Classroom/Lab
CIP code (consult IR /Registrar)	110201/110202
Proposed Starting Date:	End of Summer 2013 (last semester for teach-out)
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

	10/24/12
College Dean (Institution)	Date
	11/3/12
Graduate Dean (as applicable)	Date
	11/21/12
Chief Fiscal Officer (Institution)	Date
	12/5/12
Chief Academic Officer (Institution)	Date
	
President	Date

	n/a
Vice President for Research (as applicable)	Date
	12-20-12
State Administrator, SDPTE (as applicable)	Date
Academic Affairs Program Manager	Date
Chief Academic Officer, OSBE	Date
SBOE/OSBE Approval	Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Through months of strategic planning and reviewing several years of enrollment, retention, graduation, and job placement data, the College of Technology requests to discontinue the Computer Software Development Technology (CSDT) program due to several reasons. According to the Bureau of Labor Statistics, the entry-level education for computer programmers is a bachelor's degree. Nationally, the job outlook for programmers is expected to grow about as fast as average. Since computer programming can be done from anywhere in the world, companies often hire programmers in countries where wages are lower. This ongoing trend will limit growth for computer programmers in the United States. In Idaho, there will be little to no change in computer programming occupations through 2018 with an anticipated growth rate of 1.5 percent. This means competition for programming jobs in Idaho will be keen.

Most jobs in this field are currently requiring at least a bachelor's degree, with some requiring a graduate degree. With the increasingly complex programming tasks and a growing number of college-trained applicants in this field, a bachelor's degree is now the common way to prepare. Students graduating from this program with an associate's degree are at a disadvantage to compete for jobs in this field, and placement numbers reflect this. Poor graduation rates coupled with the lack of software development/engineering jobs in the region have also led to low rates of job placement in a related field for CSDT graduates. The College of Technology is concerned about producing graduates who have accumulated student loan debt and cannot obtain gainful employment.

The last cohort of students was admitted in Fall 2011 with an anticipated graduation date of May 2013 for students pursuing the AAS degree. The program has cancelled classes for new students for the Fall 2012 semester. All affected students were notified of the class cancellations, and advisors and faculty have re-directed potential students to other options. Advisors and faculty are working closely with continuing students in order to assure adequate progression toward graduation within the teach-out timeline.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

N/A

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

N/A

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** This question is not applicable to requests for discontinuance.

N/A

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** This question is not applicable to requests for discontinuance.

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

N/A

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** This question is not applicable to requests for discontinuance.

N/A

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	37/24*	38/35*	40/28*	8	6	7	7
LCSC	N/A	NA	NA	N/A	N/A	N/A	N/A
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Data is taken from Idaho Division of Professional-Technical education Postsecondary Annual Program Enrollment Report. Graduate Rate is a three-year average of degrees/certificates awarded.

*Enrollment data includes the number of declared majors and the number of students in computer software development courses (declared majors/declared majors in programming classes).

- 9. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

The discontinuance of this program will not reduce enrollment in other programs with the exception of the Bachelor of Applied Science (BAS) program, an interdisciplinary bachelor's degree for PTE graduates. In the last decade, 40 Computer Software Development Technology (CSDT) students (an average of 4 students per year) have graduated with a BAS degree. Although CSDT graduates make up approximately 20 percent of total graduates in the BAS program, there are other options for students who wish to seek a bachelor's degree associated with computer programming. The ISU College of Business offers a Bachelor of Business Administration in Computer Information Systems.

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

N/A

Using the chart below, indicate the total projected job openings (including growth and replacement

March 16, 2012

Page 4

demands in your regional area, the state, and nation. Job openings should represent positions, which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

- Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.
- Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

N/A

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

N/A

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

N/A

Yes ____ No ____

If not on your institution's Five-Year plan, provide a justification for adding the program.

March 16, 2012

Page 5

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Efforts have been made to contact continuing students by phone, and all students were sent a letter by certified mail to inform them of the intention to close the program. In the letter, each student was provided a list of his or her remaining courses necessary for graduation and have been given ample time to complete the certificate/degree requirements. Students have been asked to indicate their intention to complete the degree or certificate associated with this program. All prospective students that had applied for a future semester were contacted and re-directed to other options related to their educational goals.

- 16. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). **Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).**

The proposed discontinuance will affect one eleven-month faculty position, one nine-month faculty position, an adjunct instructor position, and a budget of approximately \$7,825.00 in operating expenses annually. Salary savings and budgets associated with the operating expenses of this program will be re-assigned to other programs within the College of Technology through a strategic planning process. The College of Technology intends to use the funds to support existing programs that continue to produce graduates with high-demand skills necessary to strengthen Idaho's workforce.

Idaho State University - Computer Software Development Technology

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY		2013		FY		2014		FY		2015		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going		One-time		On-going	One-time
1. Appropriated (Reallocation)	\$161,654.61				- \$161,654.61				\$0.00				\$0.00	\$0.00
2. Appropriated (New)													\$0.00	\$0.00
3. Federal													\$0.00	\$0.00
4. Tuition													\$0.00	\$0.00
5. Student Fees													\$0.00	\$0.00
6. Other (Specify)													\$0.00	\$0.00
Total Revenue	\$161,654.61		\$0.00		- \$161,654.61		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

B. EXPENDITURES

	FY		2013		FY		2014		FY		2015		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going		One-time		On-going	One-time
1. Personnel	\$153,829.87				- \$153,829.87				\$0.00				\$0.00	\$0.00
2. Operating	\$7,824.74				- \$7,824.74				\$0.00				\$0.00	\$0.00
3. Equipment													\$0.00	\$0.00
4. Facilities													\$0.00	\$0.00
5. Other (Specify)													\$0.00	\$0.00
Total Expenditures	\$161,654.61		\$0.00		- \$161,654.61		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
Net Income (Deficit)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education


Date of Proposal Submission:	August 7, 2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Business & Service Department

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Culinary Arts Program
Degree:	Technical Certificate: Culinary Arts Associate of Applied Science Degree: Culinary Arts
Method of Delivery:	Classroom/Lab
CIP code (consult IR /Registrar)	12.0503
Proposed Starting Date:	End of Fall 2013 (last semester for teach-out)
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other _____ |

 10-24-12
College Dean (Institution) Date

n/a
Vice President for Research (as applicable) Date

n/a
Graduate Dean (as applicable) Date

 12.20.12
State Administrator, SDPTE (as applicable) Date

 12/3/12
Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

 11/27/12
Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

 12/5/12
President Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Through months of strategic planning and reviewing several years of enrollment, retention, graduation, and job placement data, the College of Technology requests to discontinue the Culinary Arts program due to several reasons. According to the Bureau of Labor Statistics (BLS), no formal education is required to become a cook. Short-term on-the-job training and work-related experience are the most common types of training in the industry. The BLS projects institutional cooks will grow more slowly than the average since schools and hospitals increasingly contract out their food services. Many contract companies employ short order and fast food cooks rather than chefs. Employment for restaurant cooks is also projected to grow more slowly than average because employment is sensitive to the state of the economy. People are less likely to spend money on dining out during a slow economy. In addition, many restaurants, in an effort to lower costs, use lower-level cooks to perform the work normally done by chefs and head cooks (*Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-20 Employment Projections*).

Furthermore, advisory committee members (who are also restaurant owners and managers) at the most recent meeting indicated they have no shortage of applicants for any job openings, and they can provide all the training needed with on-the-job training.

Poor retention and graduation rates coupled with the lack of well-paying culinary jobs in the region have led to low job placement and less than living wage capabilities for graduates of the program. Not only are graduates of the program having difficulty finding jobs in a related field, those that do are starting at an average of \$8 per hour. The College of Technology is concerned about producing graduates who have accumulated student loan debt and cannot obtain gainful employment.

The last cohort of students was admitted in January 2012 (Spring semester) with an anticipated graduation date of December 2013 for students pursuing the AAS degree. The program has cancelled classes for new students for the Fall 2012 semester. All affected students were notified of the class cancellations, and advisors and faculty have re-directed potential students to other options. Advisors and faculty are working closely with continuing students in order to assure adequate progression toward graduation within the teach-out timeline.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. ***This question is not applicable to requests for discontinuance.***

N/A

- 3. Briefly describe how the institution will ensure the quality of the program (i.e., program review).** Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. ***This question is***

March 16, 2012

Page 2

not applicable to requests for discontinuance.

N/A

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.*

N/A

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

N/A

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. *This question is not applicable to requests for discontinuance.*

N/A

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

8. Enrollment and Graduates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	94	91	83	23	21	21	22
CWI	97	118	136	7	9	5	7
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	63/38*	64/33*	79/33*	11	5	7	8
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NIC	40	40	40	13	15	16	15
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

March 16, 2012

Page 3

Note: Data is taken from Idaho Division of Professional-Technical education Postsecondary Annual Program Enrollment Report. Graduate Rate is a three-year average of degrees/certificates awarded.

**Enrollment data includes the number of declared majors and the number of students in culinary arts courses (declared majors/declared majors in culinary classes).

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

Discontinuance of this program will not reduce enrollment in other programs with the exception of the Bachelor of Applied Science (BAS) program, an interdisciplinary bachelor's degree for PTE graduates. In the last ten years, only three Culinary Arts students have graduated with a BAS degree. Because of the insignificant number of Culinary Arts graduates participating in the BAS program, this program closure will have little impact on the overall enrollment of the BAS program.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

N/A

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

N/A

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

N/A

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

N/A

15. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

March 16, 2012

Page 4

Efforts have been made to contact continuing students by phone, and all students were sent a letter by certified mail to inform them of the intention to close the program. In the letter, each student was provided a list of his or her remaining courses necessary for graduation and have been given ample time to complete the certificate/degree requirements. Students have been asked to indicate their intention to complete the degree or certificate associated with this program. All prospective students that had applied for a future semester were contacted and re-directed to other options related to their educational goals.

16. Program Resource Requirements. Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The proposed discontinuance will affect two 11-month faculty positions, two classified positions, and a budget of approximately \$11,000.00 in operating expenses annually. Salary savings and budgets associated with the operating expenses of this program will be re-assigned to other programs within the College of Technology through a strategic planning process. The College of Technology intends to use the funds to support existing programs that continue to produce graduates with high-demand skills necessary to strengthen Idaho's workforce.

Idaho State University - Culinary Arts

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Appropriated (Reallocation)	\$213,894.89		-\$213,894.89		\$0.00		\$0.00 \$0.00
2. Appropriated (New)							\$0.00 \$0.00
3. Federal							\$0.00 \$0.00
4. Tuition							\$0.00 \$0.00
5. Student Fees							\$0.00 \$0.00
6. Other (Specify)							\$0.00 \$0.00
Total Revenue	<u>\$213,894.89</u>	<u>\$0.00</u>	<u>-\$213,894.89</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u> <u>\$0.00</u>

B. EXPENDITURES

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Personnel	\$202,639.64		-\$202,639.64		\$0.00		\$0.00 \$0.00
2. Operating	\$11,255.25		-\$11,255.25		\$0.00		\$0.00 \$0.00
3. Equipment							\$0.00 \$0.00
4. Facilities							\$0.00 \$0.00
5. Other (Specify)							\$0.00 \$0.00
Total Expenditures	<u>\$213,894.89</u>	<u>\$0.00</u>	<u>-\$213,894.89</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u> <u>\$0.00</u>
Net Income (Deficit)	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	July 23, 2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Trade and Industrial Department

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Graphic Arts/Printing Technology
Degree:	Advanced Technical Certificate: Graphic Arts-Desktop Publishing/Print Media Associate of Applied Science: Graphic Arts Associate of Applied Science: Graphic Design in Print Media
Method of Delivery:	Classroom
CIP code (consult IR /Registrar)	100303/100305
Proposed Starting Date:	End of Fall 2013 (last semester for teach-out)
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

L. Scott Rasmy 10-24-12
College Dean (Institution) Date

n/a
Graduate Dean (as applicable) Date

James A. Little 12/3/12
Chief Fiscal Officer (Institution) Date

Barbara Adamich 11/27/12
Chief Academic Officer (Institution) Date

Andie Voth 12/5/12
President Date

n/a
Vice President for Research (as applicable) Date

John Quenz 12.20.12
State Administrator, SDPTE (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Through months of strategic planning and reviewing several years of enrollment, retention, graduation, and job placement data, the College of Technology requests to discontinue the Graphic Arts/Printing Technology program due to several reasons. According to the Bureau of Labor Statistics, Desktop Publishing occupations are projected to decline rapidly (a 15 percent decline nationally) through 2020. Desktop publishing is a key component of the Graphic Arts/Printing Technology program. Another area of instruction in the program is graphic design. Although graphic design occupations are expected to grow about as fast as the average, graduates will require a bachelor's degree to remain competitive in the job market.

Furthermore, the program currently lacks critical components such as web design and animation, advanced software training, and other types of applications for electronic devices. The program advisory committee has indicated that current employers are looking for graduates that have an expertise not only in graphic communications, but also in web design and computer design software. Currently, the program does not provide graduates with the necessary skills to be competitive in the workforce. Adjusting the curriculum is premature until additional research is conducted and industry need is evaluated.

Poor retention and graduation rates coupled with the lack of printing/graphic design jobs in the region have led to low job placement and less than living wage capabilities for graduates of the program. Not only are graduates of the program having difficulty finding jobs in a related field, those who do are starting at an average of \$8 per hour. The College of Technology is concerned about producing graduates who have accumulated student loan debt and cannot obtain gainful employment.

The last cohort of students was admitted in January 2012 (Spring semester) with an anticipated graduation date of December 2013 for students pursuing the AAS degree. The program has cancelled classes for new students for the Fall 2012 semester. All affected students were notified of the class cancellations, and advisors and faculty have re-directed potential students to other options. Advisors and faculty are working closely with continuing students in order to assure adequate progression toward graduation within the teach-out timeline.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

N/A

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

N/A

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

N/A

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

N/A

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

- 7. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	80	107	117	16	10	12	13
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	30/22*	31/19*	42/22*	4	6	7	6
LCSC	58	60	61	16	7	7	10
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Data is taken from Idaho Division of Professional-Technical education Postsecondary Annual Program Enrollment Report. Graduate Rate is a three-year average of degrees/certificates awarded.

**Enrollment data includes the number of declared majors and the number of students in graphic arts courses (declared majors/declared majors in graphic arts classes).

- 9. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

Discontinuance of this program will not reduce enrollment in other programs with the exception of the Bachelor of Applied Science (BAS) program, an interdisciplinary bachelor's degree for PTE graduates. In the last decade, only five Graphic Arts/Printing Technology students have graduated with a BAS degree. Since there are not a significant number of Graphic Arts/Printing Technology graduates participating in the BAS program, this program closure will have little impact on the overall enrollment of the BAS program.

March 16, 2012

Page 4

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

N/A

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions, which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

- Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.
- Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

- 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

N/A

- 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

N/A

- 13. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

N/A

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

March 16, 2012

Page 5

- 14. Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

N/A

Yes ____ No ____

If not on your institution's Five-Year plan, provide a justification for adding the program.

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Efforts have been made to contact continuing students by phone, and all students were sent a letter by certified mail to inform them of the intention to close the program. In the letter, each student was provided a list of his or her remaining courses necessary for graduation and have been given ample time to complete the certificate/degree requirements. Students have been asked to indicate their intention to complete the degree or certificate associated with this program. All prospective students that had applied for a future semester were contacted and re-directed to other options related to their educational goals.

- 16. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). **Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).**

The proposed discontinuance will affect two nine-month faculty positions and a budget of approximately \$9,000.00 in operating expenses annually. Salary savings and budgets associated with the operating expenses of this program will be re-assigned to other programs within the College of Technology through a strategic planning process. The College of Technology intends to use the funds to support existing programs that continue to produce graduates with high-demand skills necessary to strengthen Idaho's workforce.

March 16, 2012

Page 6

Idaho State University - Graphic Arts Printing Technology

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Appropriated (Reallocation)	\$124,328.81		-\$124,328.81				\$0.00 \$0.00
2. Appropriated (New)					\$0.00		\$0.00 \$0.00
3. Federal							\$0.00 \$0.00
4. Tuition							\$0.00 \$0.00
5. Student Fees							\$0.00 \$0.00
6. Other (Specify)							\$0.00 \$0.00
Total Revenue	\$124,328.81	\$0.00	-\$124,328.81	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00

B. EXPENDITURES

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Personnel	\$111,528.61		-\$111,528.61		\$0.00		\$0.00 \$0.00
2. Operating	\$12,800.20		-\$12,800.20		\$0.00		\$0.00 \$0.00
3. Equipment							\$0.00 \$0.00
4. Facilities							\$0.00 \$0.00
5. Other (Specify)							\$0.00 \$0.00
Total Expenditures	\$124,328.81	\$0.00	-\$124,328.81	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00
Net Income (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	7/11/12
Institution Submitting Proposal:	ISU
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Health Occupations

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Medical Transcription
Degree:	Post-Secondary Technical Certificate
Method of Delivery:	Web-Based
CIP code (consult IR /Registrar)	51.0707(PTE) / 51.0708(IR)
Proposed Starting Date:	N/A
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- ☐ New Program (minor/option/emphasis or certificate)
 ☒ Discontinuance of an Existing Program/Option
- ☐ New Off-Campus Instructional Program
 ☐ Consolidation of an Existing Program
- ☐ New Instructional/Research Unit
 ☐ Expansion of an Existing Program
- ☐ Contract Program/Collaborative
 ☐ Other



9/19/2012

College Dean (Institution)

Date

n/a

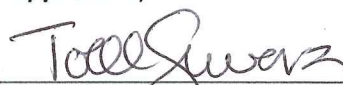
Vice President for Research (as applicable)

Date

n/a

Graduate Dean (as applicable)

Date



State Administrator, SDPTE
(as applicable)

12-20-12

Date



11/12/12

Chief Fiscal Officer (Institution)

Date

Academic Affairs Program Manager

Date



11/9/12

Chief Academic Officer (Institution)

Date

Chief Academic Officer, OSBE

Date



11/18/12

President

Date

SBOE/OSBE Approval

Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

We request approval to permanently discontinue the post-secondary technical certificate in Medical Transcription that has been administered within the Health Information Technology program. The skills that used to be acquired in this program have largely been superseded by voice recognition software that automatically transcribes the material. The program has been completely inactive for three years as a result of lack of student interest. There are no students remaining to teach out. There are no ISU programs or degrees that rely on the continuation of this certificate.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

N/A

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

N/A

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

N/A

- 5. Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

- 6. Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for

March 16, 2012

Page 2

the duplication. **Institutions do not need to complete this section for PTE programs.** This question is not applicable to requests for discontinuance.

N/A

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

- 7. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	23	26	6	5	1	N/A	3
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LCSC	6	7	4	2	5	2	N/A
NIC	unknown	unknown	unknown	unknown	unknown	unknown	unknown
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- 9. Will this program reduce enrollments in other programs at your institution? If so, please**

March 16, 2012

Page 3

explain.

The discontinuance of this program will not reduce enrollments in other programs.

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

N/A

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

- Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.
- Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

- 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

N/A

- 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

N/A

- 13. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

N/A

March 16, 2012

Page 4

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

N/A

Yes ____ No ____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

There are no students currently enrolled in the post-secondary technical certificate program to notify. In the past, when working with students who have an interest in providing computer support to medical providers, advisors have encouraged them to consider working towards obtaining their AAS in Health Information Technology.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Of the ten courses required for this technical certificate, seven of them are also required for the AAS in HIT; thus, they continue to be taught. The three remaining courses (Medical Transcription I, II, and III) will be discontinued. These were taught by an adjunct instructor, which service will no longer be needed.

March 16, 2012

Page 5

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	October 1, 2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Business & Service Department

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Web Site Design and Multimedia
Degree:	Technical Certificate: Web Site Design and Multimedia Associate of Applied Science Degree: Web Site Design and Multimedia
Method of Delivery:	Classroom/Lab
CIP code (consult IR /Registrar)	11.0801
Proposed Starting Date:	End of Spring 2013 (last semester for teach-out)
Indicate if the program is:	X Regional Responsibility Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

L. Scott Rasquass

10-24-12

College Dean (Institution)

Date

n/a

Vice President for Research
(as applicable)

Date

n/a

Graduate Dean (as applicable)

Date

Todd Swartz
State Administrator, SDPTE
(as applicable)

12-20-12

Date

James A. Stetson

11/3/12

Chief Fiscal Officer (Institution)

Date

Academic Affairs Program Manager

Date

Barbara Adams

11/27/12

Chief Academic Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Chris Hunt

12/5/12

President

Date

SBOE/OSBE Approval

Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Through months of strategic planning and reviewing several years of enrollment, retention, graduation, and job placement data, the College of Technology requests to discontinue the Web Site Design and Multimedia program due to several reasons. In short, graduates were not receiving gainful employment after having spent up to two years in classes. According to the Bureau of Labor Statistics (BLS), a bachelor's degree is usually required for entry-level positions, and there are few job openings in this area (*Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-20 Employment Projections*).

Poor retention and graduation rates coupled with the lack of well-paying web design jobs in the region have led to low job placement and less than living wage capabilities for graduates of the program. Not only are graduates of the program having difficulty finding jobs in a related field, but average salaries of graduates who do find jobs is not meaningful because the sample is too small. The College of Technology is concerned about producing graduates who have accumulated student loan debt and cannot obtain gainful employment.

The last cohort of students was admitted in August 2011 (Fall semester) with an anticipated graduation date of May 2013 for students pursuing the AAS degree. The program has cancelled classes for new students for the Fall 2012 semester. All affected students were notified of the class cancellations, and advisors and faculty have re-directed potential students to other options. Advisors and faculty are working closely with continuing students in order to assure adequate progression toward graduation within the teach-out timeline.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. ***This question is not applicable to requests for discontinuance.***

N/A

- 3. Briefly describe how the institution will ensure the quality of the program (i.e., program review).** Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. ***This question is not applicable to requests for discontinuance.***

N/A

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.*

N/A

5. Please provide the program completion requirements and attach to this proposal as Appendix A. ***This question is not applicable to requests for discontinuance.***

N/A

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. ***This question is not applicable to requests for discontinuance.***

N/A

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. ***This question is not applicable to requests for discontinuance.***

N/A

8. Enrollment and Graduates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	69	41	45	1	5	N/A	3
CWI	30	N/A	N/A	3	N/A	N/A	3
EITC	24	35	37	5	2	3	3
ISU	29/22*	33/19*	59/20*	3	6	7	5
LCSC	38	29	31	6	2	4	4
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Data is taken from Idaho Division of Professional-Technical education Postsecondary Annual Program Enrollment Report. Graduate Rate is a three year average of degrees/certificates awarded.

**Enrollment data includes the number of declared majors and the number of students in web design courses (declared majors/declared majors in web design classes).

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

Discontinuance of this program will not reduce enrollment in other programs with the exception

of the Bachelor of Applied Technology (BAT) program, an interdisciplinary bachelor's degree for PTE graduates. Since the beginning of the Web Design and Multimedia program, only 5 students have graduated with a BAT degree. Because of the insignificant number of Web Design graduates participating in the BAT program, this program closure will have little impact on the overall enrollment of the BAT program.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. ***This question is not applicable to requests for discontinuance.***

N/A

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. ***This question is not applicable to requests for discontinuance.***

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. ***This question is not applicable to requests for discontinuance.***

N/A

13. Describe how this request fits with the institution's vision and/or strategic plan. ***This question is not applicable to requests for discontinuance.***

N/A

14. Is the proposed program in your institution's Five-Year plan? Indicate below. ***This question is not applicable to requests for discontinuance.***

N/A

15. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Efforts have been made to contact continuing students by phone, and all students were sent a letter by certified mail to inform them of the intention to close the program. In the letter, each student was provided a list of his or her remaining courses necessary for graduation and have been given ample time to complete the certificate/degree requirements. Students have been asked to indicate their intention to complete the degree or certificate associated with this program. All prospective students that had applied for a future semester were contacted and re-directed to other options related to their educational goals.

- 16. Program Resource Requirements.** Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The proposed discontinuance will impact two 9-month faculty positions with a budget of approximately \$5,000.00 in operating expenses annually. Salary savings and budgets associated with the operating expenses of this program will be re-assigned to other programs within the College of Technology through a strategic planning process. The College of Technology intends to use the funds to support existing programs that continue to produce graduates with high-demand skills necessary to strengthen Idaho's workforce.

Idaho State University - Web Design and Multimedia

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Appropriated (Reallocation)	\$141,145.53		-\$141,145.53		\$0.00		\$0.00 \$0.00
2. Appropriated (New)							\$0.00 \$0.00
3. Federal							\$0.00 \$0.00
4. Tuition							\$0.00 \$0.00
5. Student Fees							\$0.00 \$0.00
6. Other (Specify)							\$0.00 \$0.00
Total Revenue	\$141,145.53	\$0.00	-\$141,145.53	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00

B. EXPENDITURES

	FY	2013	FY	2014	FY	2015	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Personnel	\$135,690.85		-\$135,690.85		\$0.00		\$0.00 \$0.00
2. Operating	\$5,454.68		-\$5,454.68		\$0.00		\$0.00 \$0.00
3. Equipment							\$0.00 \$0.00
4. Facilities							\$0.00 \$0.00
5. Other (Specify)							\$0.00 \$0.00
Total Expenditures	\$141,145.53	\$0.00	-\$141,145.53	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00
Net Income (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	August 1, 2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Technology
Name of Department(s) or Area(s):	Energy Systems Technology and Education Center (ESTEC)
	Instrumentation and Automation

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Advanced Technical Certificate: Instrumentation and Automation Engineering Technology	
	Advanced Technical Certificate: Industrial Controls	
Degree:	Advanced Technical Certificate	
Method of Delivery:	Classroom/laboratory	
CIP code (consult IR /Registrar)	15.0404	
Proposed Starting Date:	Fall 2013	
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

L. Scott Rasmy 9/19/2012
College Dean (Institution) Date

n/a
Graduate Dean (as applicable) Date

James A. Fletcher 11/12/12
Chief Fiscal Officer (Institution) Date

Barbara Adams 11/9/12
Chief Academic Officer (Institution) Date

Paula Kent 11/16/12
President Date

n/a
Vice President for Research (as applicable) Date

Todd Swartz 12.20.12
State Administrator, SDPTE (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The advanced technical certificates offered under Instrumentation and Automation Engineering Technology have not been awarded for more than four years. Industry representatives serving on the advisory committee indicate an Associate of Applied Science degree is required for entry level positions in this field.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

N/A

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

N/A

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

N/A

- 5. Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. Identify similar programs offered within Idaho or in the region by other

colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

N/A

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

8. Enrollment and Graduates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	0	0	0	0	0	0	0
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

March 16, 2012

Page 3

9. Will this program reduce enrollments in other programs at your institution?

No, students will continue to enroll in the AAS option of this program.

10. Provide verification of state workforce needs such as job titles requiring this degree.

Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

N/A

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.
- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

N/A

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

N/A

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

N/A

Yes _____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students have been advised of industry requirements and have been electing to pursue an AAS degree instead of the Advanced Technical Certificates for more than four years.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The courses for the Technical Certificate are still being taught. There will be no effect on the budget or impact on faculty.

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY		2014		FY		2015		FY		2016		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going		One-time		On-going	One-time
1. Appropriated (Reallocation)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
2. Appropriated (New)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
3. Federal	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
4. Tuition	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
5. Student Fees	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
6. Other (Specify)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
Total Revenue	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

B. EXPENDITURES

	FY		2014		FY		2015		FY		2016		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going		One-time		On-going	One-time
1. Personnel	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
2. Operating	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
3. Equipment	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
4. Facilities	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
5. Other (Specify)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
Total Expenditures	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
Net Income (Deficit)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Note: Elimination of these Technical Certificate will not reduce expenses. The courses are still being taught as part of the Instrumentation and Automation and Industrial Controls programs.

**CONSENT AGENDA
FEBRUARY 21, 2013**

SUBJECT

Appointment of Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Members

REFERENCE

April 2012

Board approved Gynii Gilliam's appointment to the Idaho EPSCoR Committee

August 2012

Board approved appointment of Dave Tuthill to the Idaho EPSCoR Committee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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 is 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.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy. In the event there should be a vacancy in a non ex-officio position (Idaho National Laboratory, Department of Commerce, etc), the committee is required to advertise an open appointment in appropriate state, regional, or local publications. Applicants are required to provide a written statement expressing interest in membership and must also provide evidence of qualifications, and identify their primary residence. If an incumbent candidate is interested in reappointment and is eligible to continue serving, the committee will forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The committee reviews all applications and identifies the most qualified candidates for the Board's consideration.

Idaho EPSCoR currently has two positions that are up for re-appointment, and one vacant position. The Idaho EPSCoR Committee is requesting that Doug Chadderdon and Jean'ne Shreeve be re-appointed to the EPSCoR Committee.

**CONSENT AGENDA
FEBRUARY 21, 2013**

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Douglas Chadderdon letter of interest	Page 4
Attachment 3 – Jeane'ne Shreeve letter of interest	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho EPSCoR Committee's recommendation is in compliance with Board Policy III.W. Jeane'ne Shreeve has served on the EPSCoR Committee since 2006, Douglas Chadderdon has served on the committee since 2008. In 2009 and 2010 the Board approved changes to Board Policy III.W., changing the term of appointment to coincide with the fiscal year, with no more than one third (1/3) of the committee appointments expiring in a given year. The proposed terms for these two appointments will bring them into compliance with current Board policy.

The EPSCoR Committee is currently working with the Idaho National Lab (INL) to identify a suitable representative for the vacant INL Representative position. This position has been vacant since October 2012, when the incumbent left employment with INL. Board policy requires recommendations for vacant positions be forwarded to the Board within 30 days of vacancy. Due to changes in staff at INL the Committee has not been able to meet this timeline and will provide the recommendation to the Board for the INL representative position at the regular April Board meeting.

Board staff recommends reappointment of the two names forwarded for consideration from the EPSCoR Committee.

BOARD ACTION

I move to re-appoint Douglas Chadderdon to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative for the private sector, effective immediately, for a term of five (5) years, expiring June 30th, 2019.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to re-appoint Jean'ne Shreeve to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative for the private sector, effective immediately, for a term of five (5) years, expiring June 30th, 2019.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**

Draft - EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Expires	Represents	Position	Location
Chadderdon, Douglas J.	9/8/2008	12/13/2012	Private Sector Rep - President, Great Floors, LLC		Coeur d'Alene
Shreeve, Jean'ne	12/13/2006	12/13/2012	Private Sector Rep - UI Professor		Moscow
Barneby, David G.	9/9/2008	12/13/2013	Private Sector Rep - (Retired)VP Nevada Power		Twin Falls
Bell, Maxine	12/13/2006	6/30/2015	House of Rep.		Jerome
Goedde, John	12/13/2006	6/30/2015	Senate		Coeur d'Alene
Jacklin, Doyle	12/13/2006	6/30/2015	Private Sector Rep	Chairman	Post Falls
Stevens, Dennis	12/13/2006	6/30/2015	Private Sector Rep - Physician		Boise
Tuthill, David	8/16/2012	6/30/2017	Private Sector Rep - Idaho Water Engineering		Boise
Noh, Laird	12/13/2006	6/30/2016	Private Sector Rep	Vice Chair	Kimberly
Ray, Leo	7/1/2011	6/30/2016	Private Sector Rep - Fish Breeders		Buhl
Roberto, Francisco (Frank)	7/1/2011	6/30/2016	Private Sector Rep - INL, Biological Systems Dept		Idaho Falls
Gilliam, Gynii	7/1/2011	Ex-officio	Department of Commerce Representative		Boise
Grimes, Howard	12/1/2012	Ex-officio	ISU - VPR		Pocatello
McIver, John "Jack"	9/9/2008	Ex-officio	UI - VPR		Moscow
Rudin, Mark		Ex-officio	BSU - VPR		Boise
Vacant		Ex-officio	INL Representative		Idaho falls

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.	Expires	Position		
TBD	----	Ex-officio	Representative from Governors Office		Idaho
Ken Edmunds	----	Ex-officio	Idaho State Board of Education Member		Idaho

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**

Dr. Doyle Jacklin

Idaho EPSCoR Committee, Chair

P.O. Box 44309

Moscow, Idaho 83844-3029

November 6, 2012

Dear Doyle,

I am writing you to express my interest in remaining on the Idaho EPSCoR Committee. My appointment expires in 2013 but I am willing to serve for another term should you agree with my appointment. The Idaho EPSCoR program is critical to insuring that our state is recognized for our ongoing world class research. During my tenure on the committee I have gained a great deal of knowledge of how the program works and have enjoyed seeing the results of an active participation in the EPSCoR program.

Please let me know if there is any additional information you might require of me. I have been honored to serve in my term on the EPSCoR Committee and look forward to another rewarding term.

Regards,

Doug Chadderdon

Douglas J. Chadderdon

East 524 Sherman Avenue
Coeur d'Alene, ID 83814
(208)664-5405



BUSINESS EXPERIENCE

Great Floors, LLC

President, Chief Operating Officer and Principal Owner *2000-current*

Oversee the strategic planning and day-to-day operations for Great Floors, one of America's largest specialty floor covering retailers (ranked number three in 2007 by *Floor Covering Weekly*) with 18 locations across the Pacific Northwest.

Major accomplishments include:

- Increasing annual revenue to from \$50 to \$124 million in the seven years since the Company was formed in 2000.
- Purchase of the Carpet Exchange franchise in Western Washington from Shaw and the rebranding of the stores to Great Floors.
- Design, construction and opening of five new "mega" floor covering stores in Meridian, North Spokane, Coeur d'Alene, Spokane Valley and Lacey.
- Purchase of the commercial floor covering operations in Seattle and Spokane from Invista (formerly DuPont) to position Great Floors as the Northwest's premier commercial source for flooring.
- Development of a new granite division within the Company and construction of a new state-of-the-art stone fabrication plant in Post Falls.

CarpetMax, Inc.

Regional Vice President *1998-2000*

Was charged with oversight for sales and operations of CarpetMax, a division of Flooring America, with retail outlets in Washington, Oregon, Idaho and Montana.

Shaw Industries, Inc.

Regional Manager *1997-1998*

C&S Textiles was sold to Shaw and in turn to Flooring America.

C & S Textiles, Inc.

Manager *1992-1993* President *1993-1997*

Moved from the financial world to takeover the family floor covering business consisting of four stores in the Eastern Washington and Idaho region. Annual sales were \$8 million.

Washington Mutual Savings Bank

Various positions *1984-1992*

Joined Washington Mutual after graduating from Seattle University. Completed the bank's executive training program, then began as an underwriter at the branch level and advanced to manager of WaMu's Regional Mortgage Loan Center in Seattle.

EDUCATION

University of Idaho

BS Finance and Marketing 1982

Seattle University

Master of Business Administration Program 1984

University of Washington

Associates Degree, Commercial Real Estate Development

College of Architecture 1989

COMMUNITY AND INDUSTRY ACTIVITIES

Concerned Businesses of North Idaho

Founding member this regional group composed of North Idaho's leading business men and women focused on business growth and fiscal responsibility from elected officials.

Board of Directors 1994-1997

National Flooring Alliance

A billion dollar buying group consisting of 200 locations across America.

Board of Directors 1993-1997 President 1995-1997

First Security Bank

North Idaho Advisory Council 1999-2000

Hayden Lake Country Club

Finance Chairman 2000 and 2001

Board of Directors 2000-2002 President 2002

Idaho Community Foundation

Board of Directors 2004 – Current

Audit Committee Chair, Investment Committee Member

Community 1st Bank

Founder and Board Member Current

PERSONAL

Married to Deidre Chadderdon for 19 years with two children—Charlie, age 17, and Annie, age 15. Off-work activities include golfing, skiing, boating, fishing and hiking.



November 1, 2012

Department of Chemistry

P.O. Box 442343
Moscow, Idaho 83844-2343

Phone: 208-885-6552

Fax: 208-885-6173

Dr. Doyle Jacklin
Idaho EPSCoR Committee, Chair
PO Box 443029
Moscow, ID 83844-3029

Dear Dr. Jacklin –

It would give me great pleasure to continue my service to science in Idaho and to the EPSCoR program as a member of the EPSCoR state committee. As you know I am still very active professionally as a research chemist in the US and abroad. I am both willing and able to contribute positively to the process of enhancing scientific research which is so important to our state and nation.

Thank you for the opportunity to be part of the team that plays such a major role in ensuring that scientific research in Idaho will continue to expand and improve.

Sincerely,

A handwritten signature in black ink that reads "Jean'ne M. Shreeve". The signature is fluid and cursive, with a large loop at the end of the last name.

Jean'ne M. Shreeve
University Distinguished Professor
Jean'ne M. Shreeve Professor of Chemistry
e-mail: jshreeve@uidaho.edu
Tel: 208 885-6215

▪ **Curriculum Vita** -

November 2012

Jean'ne M. Shreeve
Department of Chemistry
University of Idaho
875 Perimeter Drive MS 2343
Moscow, ID 83844-2343
Phone - 208 885-6215
Fax - 208 885-9146
e-mail - jshreeve@uidaho.edu

Home address: 404 N. Blaine
Moscow, ID 83843

Education:

B.A. (Chemistry), 1953, University of Montana
M.S. (Analytical Chemistry), 1956, University of Minnesota (E. B. Sandell)
Ph.D. (Inorganic Chemistry), 1961, University of Washington (G. H. Cady)
Post Ph. D., 1967-68, University of Cambridge, England (H. J. Emeléus)

Experience:

Assistant Professor of Chemistry, University of Idaho, 1961-65.
Assistant Professor of Chemistry, University of Washington, Summer 1962.
Associate Professor of Chemistry, University of Idaho, 1965-67.
Professor of Chemistry, University of Idaho, 1967-73.
Professor and Head, Department of Chemistry, University of Idaho, 1973-87.
Vice President for Research and Graduate Studies, and Professor of Chemistry,
University of Idaho, October 1987-December 1999.
Professor of Chemistry, University of Idaho, 2000 - date.
Jean'ne M. Shreeve Professor of Chemistry, University of Idaho, July 2004- date.
University Distinguished Professor, University of Idaho, April 2011 – date.

Special Awards/Assignments:

National Science Foundation Postdoctoral Fellowship at Cambridge, 1967-68.
Alfred P. Sloan Foundation Fellow, 1970-72.
American Chemical Society Garvan Medal, 1972.
U.S. Senior Scientist Award, Alexander von Humboldt Foundation, 1978, Göttingen.
Guest Professor - University of Göttingen, Germany, 1978.
American Chemical Society Award for Creative Work in Fluorine Chemistry, 1978.
Manufacturing Chemists Association College Chemistry Teaching Award, 1979.
American Association for the Advancement of Science, Fellow, 1980.
Honorary Doctor of Science, University of Montana, 1982.
Corresponding Member, Göttingen (Germany) Academy of Sciences (Elected 1996).
Strategic Environmental Research and Development Program (SERDP), Scientific
Advisory Board, 1997-2003, (Vice Chair, 1997-03).
NRC Committee on Advanced Energetic Materials/Manufacturing Technologies, 2001-
03.
National Research Council Committee on Explosives Detection, 2003.
President's Committee on the National Medal of Science, Chair, 2003-2007.

Idaho State EPSCoR/IDeA Project Director, 1987-2008.

Jean'ne M. Shreeve Professor of Chemistry, University of Idaho, July 2004- date.

American Chemical Society, Fellow, 2010.

University (of Idaho) Distinguished Professor, Inaugural Recipient, May 2011.

Jean'ne M. Shreeve NSF EPSCoR Research Excellence Award, Inaugural Recipient, 2011.

Publications: ~505 papers in refereed journals (~125 papers on energetic materials including the following): www.webpages.uidaho.edu/~jshreeve

- 1) National Research Council Committee on Advanced Energetic Materials and Manufacturing Technologies (Atkins, R. L., Chair; Shreeve, J. M. and eight others), *Advanced Energetic Materials*, National Academy Press, Washington, D.C., **2004**.
- 2) Xue, H.; Arritt, S. W.; Twamley, B.; Shreeve, J. M. "Energetic Salts from N-Aminoazoles," *Inorg. Chem.* **2004**, *43*, 7972-7977.
- 3) Xue, H.; Gao, Y.; Twamley, B.; Shreeve, J. M. "New Energetic Salts Based On Nitrogen-containing Heterocycles," *Chem. Mater.* **2005**, *17*, 191-198.
- 4) Ye, C. F.; Xiao, J.-C.; Twamley, B.; Shreeve, J. M. "Energetic Salts of Azotetrazolate, Iminobis(5-tetrazolate) and 5, 5'-Bis(tetrazolate)," *Chem. Commun.* **2005**, 2750-2752
- 5) Xue, H.; Gao, Y.; Twamley, B.; Shreeve, J. M. "Energetic Azolium Azolate Salts," *Inorg. Chem.* **2005**, *44*, 5068-5072.
- 6) Xue, H.; Twamley, B.; Shreeve, J. M. "Energetic Quaternary Salts Containing Bi(1,2,4-triazoles)" *Inorg. Chem.* **2005**, *44*, 7009-7013.
- 7) Xue, H.; Twamley, B.; Shreeve, J. M. "Novel Energetic Ionic Liquids from Azido Derivatives of 1, 2, 4-Triazole," *Advanced Materials*, **2005**, *17*, 2142-2146.
- 8) Jin, C.-M.; Ye, C. F.; Piekarski, C.; Twamley, B.; Shreeve, J. M. "Mono and Bridged Azolium Picrates as Energetic Salts," *European Journal of Inorganic Chemistry*, **2005**, 3760-3767.
- 9) Xue, H.; Twamley, B.; Shreeve, J. M. "Energetic Salts of Substituted Triazolium and Tetrazolium 3, 5-Dinitro-1, 2, 4-triazolate," *J. Mater. Chem.* **2005**, *15*, 3459-3465.
- 10) Singh, R. P.; Verma, R. D.; Meshri, D. T.; Shreeve, J. M. "Recent Developments in High Nitrogen Energetic Salts Including Ionic Liquids," *Angew. Chem. Int. Ed.* **2006**, *45*, 3584-3601.
- 11) Xue, H.; Twamley, B.; Shreeve, J. M. "Energetic Nitrate, Perchlorate, Azide and Azolate Salts of Hexamethylenetetramine," *European Journal of Inorganic Chemistry*, **2006**, 2959-2965.
- 12) Gao, H.; Ye, C.; Winter, R. W.; Gard, G. L.; Sitzmann, M. E.; Shreeve, J. M. "Pentafluorosulfanyl (SF₅)-Containing Energetic Salts," *European Journal of Inorganic Chemistry* **2006**, 3221-3226.
- 13) Gao, Y.; Twamley, B.; Shreeve, J. M. "Energetic Bicyclic Azolium Salts," *Chemistry – A European Journal* **2006**, *12*, 9010-9018.
- 14) Gao, H.; Wang, R.; Twamley, B.; Hiskey, M. A.; Shreeve, J. M. "3-Amino-6-nitroamino-tetrazine (ANAT)-Based Energetic Salts," *Chem. Comm.* **2006**, 4007-4009.
- 15) Ye, C.; Gao, H.; Boatz, J. A.; Drake, G. W.; Twamley, B.; Shreeve, J. M. "Polyazido-pyrimidines: High Energy Compounds and Precursors to Carbon Nanotubes," *Angew. Chem.* **2006**, *45*, 7262-7265.

- 16) Wang, R.; Gao, H.; Ye, C.; Shreeve, J. M. "Strategies Toward Syntheses of Triazolyl- or Triazolium-functionalized Unsymmetrical Energetic Salts," *Chem. Mater.*, **2007**, *19*, 144-152.
- 17) Singh, R. P.; Gao, H.; Meshri, D. T.; Shreeve, J. M. "Nitrogen Rich Heterocycles" in Klapötke, T. M., Ed. *High Energy High Density Compounds*, Structure and Bonding, Springer, Heidelberg, Germany, **2007**, *125*, 35-83.
- 18) Wang, R.; Gao, H.; Ye, C.; Twamley, B.; Shreeve, J. M. "Heterocyclic-based Nitrodicyanomethanide and Dinitrodicyanomethanide Salts: A Family of New Energetic Ionic Liquids," *Inorganic Chemistry*, **2007**, *46*, 932-938.
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- 20) Guo, Y.; Gao, H.; Twamley, B.; Shreeve, J. M. "Energetic Nitrogen Rich Salts of *N*, *N*-bis[1(2)*H*-tetrazol-5-yl]amine," *Advanced Materials*, **2007**, *19*, 2884-2888.
- 21) Huang, Y.; Gao, H.; Twamley, B.; Shreeve, J. M. "Energetic Nitroformate Salts with Good Oxygen Balance," *European Journal of Inorganic Chemistry*, **2007**, 2025-2030.
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- 25) Ye, C.; Gao, H.; Shreeve, J. M. "Synthesis and Thermochemical Properties of NF₂-Containing Energetic Salts," *Journal of Fluorine Chemistry*, **2007**, *128*, 1410-1415.
- 26) Ye, C.; Gard, G. L.; Winter, R. W.; Syvret, R. G.; Twamley, B.; Shreeve, J. M. "Synthesis of Pentafluorosulfanyl (SF₅)-pyrazole and 1,2,3-Triazole and Their Derivatives as Energetic Materials by Click Chemistry," *Organic Letters*, **2007**, *9*, 3841-3843.
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- 29) Gao, H.; Huang, Y.; Twamley, B.; Ye, C.; Shreeve, J. M. "Energetic *N*, *N*, *N'*, *N'*-Tetraaminopiperazinium Salts," *ChemSusChem*, **2008**, *1*, 222-227.
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- 35) Tao, G.-H.; Huang, Y.; Boatz, J. A.; Shreeve, J. M. "Energetic Ionic Liquids based on Anionic Rare Earth Nitrate Complexes," *Chem. Eur. J.*, **2008**, 14, 11167-11173.
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- 37) Joo, Y.-H.; Shreeve, J. M. "1-Substituted 5-Aminotetrazoles – Syntheses from Cyanogen Azide with Primary Amines," *Organic Letters*, **2008**, 10, 4665-4667.
- 38) Huang, Y.; Gao, H.; Twamley, B.; Shreeve, J. M. "Highly Dense Nitrates-Containing Nitrogen-Rich Cations," *Chemistry – A European Journal*, **2009**, 15, 917-923.
- 39) Joo, Y.-H.; Parrish, D. A.; Shreeve, J. M. "Energetic Mono-, di-, and tri-substituted Nitroiminotetrazoles," *Angewandte Chemie*, **2009**, 48, 564-567.
- 40) Wang, R.; Guo, Y.; Zeng, Z.; Parrish, D. A.; Twamley, B.; Shreeve, J. M. "Furazan-functionalized Tetrazolate-based Salts: A New Family of Insensitive Energetic Materials," *Chemistry – A European Journal*, **2009**, 15, 2625-2634.
- 41) Joo, Y.-H.; Shreeve, J. M. "Energetic Ethylene and Propylene-Bridged Bis(nitroiminotetrazolate) Salts," *Chemistry – A European Journal*, **2009**, 15, 3198-3203.
- 42) Abe, T.; Joo, Y.-H.; Tao, G.-H.; Shreeve, J. M. "Disubstituted Azidotetrazoles as Energetic Compounds," *Chemistry – A European Journal*, **2009**, 15, 4102-4110.
- 43) Gao, H.; Joo, Y.-H.; Twamley, B.; Shreeve, J. M. "Novel Hypergolic Ionic Liquids with the 2,2-Dialkyltriazanium Cation," *Angewandte Chemie*, **2009**, 48, 2792-2795.
- 44) Wang, R.; Guo, Y.; Zeng, Z.; Shreeve, J. M. "Nitrogen-rich Nitroguanidine-functionalized Tetrazolate Energetic Salts," *Chemical Communications*, **2009**, 2697-2699.
- 45) Joo, Y.-H.; Shreeve, J. M. "Functionalized Tetrazoles from Cyanogen Azide with Secondary Amines," *European Journal of Organic Chemistry*, **2009**, 3573-3578.
- 46) Abe, T.; Tao, G.-H.; Joo, Y.-H.; Shreeve, J. M. "5-(1,2,3-Triazol-1-yl)-tetrazoles derivatives of an azido-tetrazole via click chemistry," *Chemistry – A European Journal*, **2009**, 15, 9897-9904452.
- 47) Zeng, Z.; Shreeve, J. M. "2,2,6,6-Tetrafluoro-4-phenylmethylmorpholin-3-ones: A Simple Approach from Fluorinated Triethylene Glycol," *Journal of Fluorine Chemistry*, **2009**, 130, 727-732.
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- 51) Guo, Y.; Tao, G.-H.; Joo, Y.-H.; Twamley, B.; Parrish, D. A.; Shreeve, J. M. "Impact Insensitive Dianionic Dinitrourea Salts: The $\text{CN}_4\text{O}_5^{2-}$ Anion Paired with Nitrogen-Rich Cations," *Energy & Fuels*, **2009**, 23, 4567-4574.
- 52) Li, X.; Bruce, D. W.; Shreeve, J. M. "Dicationic imidazolium-based ionic liquids and ionic liquid crystals with variously positioned fluoro substituents," *Journal of Materials Chemistry*, **2009**, 19, 8232 – 8238.
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- 56) Joo, Y.-H.; Shreeve, J. M. "Polynitramino Compounds Outperform PETN," *Chemical Communications*, **2010**, 46, 142-144.
- 57) Zhang, Y.; Gao, H.; Guo, Y.; Joo, Y.-H.; Shreeve, J. M. "Hypergolic N-Alkyl-N,N-Dimethylhydrazinium Ionic Liquids," *Chemistry – A European Journal*, **2010**, 16, 3114-3120.
- 58) Guo, Y.; Tao, G.-H.; Zeng, Z.; Gao, H.; Shreeve, J. M. "Energetic Salts Based on Monoanions of N,N-bis[1H-Tetrazol-5-yl]amine and 5,5'-Bis(tetrazole)," *Chemistry - A European Journal*, **2010**, 16, 3753-3762.
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- 60) Tao, G.-H.; Guo, Y.; Parrish, D. A.; Shreeve, J. M. "Energetic 1,5-Diamino-4H-tetrazolium Nitro-substituted Azolates," *Journal of Materials Chemistry*, **2010**, 20, 2999-3005.
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**CONSENT AGENDA
FEBRUARY 21, 2013**

SUBJECT

Accountability Oversight Committee (Committee) Appointment

REFERENCE

December 2012	Board approved second reading to Board Policy III.AA.
October 2012	Board approved first reading to Board Policy III.AA.
June 2012	Board approved reappointments to the Accountability Oversight Committee
June 2011	Board approved reappointments to the Accountability Oversight Committee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in February 2010 as an ad hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed.

The committee consists of:

- The Superintendent of Public Instruction,
- Two Board members,
- Four at-large members appointed by the Board, one of which will chair the committee, and
- Staffed by the Board's Accountability Program Manager.

Sharon Parry's had served on the committee as one of the four at-large members since the committee's inception. Ms. Parry's current appointment ended June 20, 2012 and she is not seeking reappointment. The Committee posted notification of the vacancy in the Department of Education's weekly electronic newsletter and received a number of nominations for the vacant position.

After careful review of the nominated individuals the Committee is forwarding Spencer Barzee for consideration for the vacant position on the Committee.

IMPACT

Approval of Spencer Barzee will fill all the seats on the Committee through June 30, 2013.

ATTACHMENTS

Attachment 1 – Spencer Barzee's Resume

Page 3

**CONSENT AGENDA
FEBRUARY 21, 2013**

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval

BOARD ACTION

I move to approve the appointment of Spencer Barzee to the Accountability Oversight Committee for a term commencing immediately and ending on June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Spencer Barzee

EDUCATION:

Educational Specialist Degree (Ed.S., Superintendent Endorsement)

May 2010 University of Idaho Moscow, Idaho

- ♦ GPA 3.8

Masters Degree in Educational Leadership (M.Ed., Principal Endorsement)

August 2006 University of Idaho Moscow, Idaho

- ♦ GPA 3.9

Elementary Education Bachelors Degree (BS, Teaching Endorsement)

April 2003 BYU-Idaho Rexburg, Idaho

- ♦ GPA 3.6

- ♦ Successfully completed the Idaho State Comprehensive Literacy Assessments, the Idaho Technology Performance Assessment, and the Praxis II Series.

ADMINISTRATIVE EXPERIENCES:

West Side School District Assistant Superintendent

2012-Current West Side School District Dayton, Idaho

West Side High School Principal

2009-Current West Side School District Dayton, Idaho

District Special Education Director

2006-2012 West Side School District Dayton, Idaho

High School Athletic Director

2009-2012 West Side School District Dayton, Idaho

Harold B. Lee Middle School Principal

2010-2011 West Side School District Dayton, Idaho

Harold B. Lee Elementary Principal

2006-2009 West Side School District Dayton, Idaho

COMMITTEE EXPERIENCES:

Idaho 5th District Athletic Association

2012-Current

Students Come First Technology Task Force

2011-2012

TEACHING EXPERIENCES:

Student Council Advisor

2009-Current West Side High School Dayton, Idaho

- ♦ Taught the student council students effective leadership skills and monitored student activities.

Middle School Teacher

2003-2006 H.B. Lee Middle School Dayton, Idaho

- ♦ Taught a Language Arts curriculum which placed emphasis on teaching literacy skills to prepare the students for the Direct Writing Assessment and Idaho Standards Achievement Test.
- ♦ Taught 6th grade math and Pre-algebra to help students master basic mathematical concepts and prepare for the Idaho Standards Achievement Test.

- ♦ Taught fundamental technology concepts to introduce students to computer program systems such as Microsoft Word, Excel, PowerPoint, and the Internet.
- ♦ Taught health/physical education to emphasize the importance of a life-long healthy lifestyle.

ADDITIONAL EDUCATIONAL TRAINING:

Mathematical Thinking for Instruction Course (MTI)

Jan.-Feb 2010 Karin Moscon Preston, Idaho

- ♦ Received instruction on the latest research on how children learn mathematics and how to effectively teach mathematics.

Idaho Principals Academy of Leadership (PALs)

2008-2010 Margo Healy & Joe Burris Boise, Idaho

- ♦ Received instruction in how to provide a learning environment focused on increasing the effectiveness to the Instructional Core at the building and district level.

Mentor Academy

2008 Boise, Idaho

- ♦ Learned how to incorporate effective mentoring strategies to maximize teacher potential.

Educational Law Seminar

Spring of 2011 & 2006 Brian K. Julian Boise, Idaho

- ♦ Reviewed common educational laws and court cases in the state of Idaho.

Effective Mathematic Programs

Spring 2006 Pocatello, Idaho

- ♦ Reviewed the components of effective remediation for mathematic programs.

Plato

Fall 2004-Fall 2005 Lee Wheeler Dayton, Idaho

- ♦ Learned how to implement and manage online curriculum.

Step Up To Writing

Spring 2004 Idaho Falls, Idaho

- ♦ Received instruction on how to incorporate hands-on writing strategies that help students proficiently write and actively engage in reading materials for improved comprehension.

ISIMS

Summer 2004 Albertson's Foundation Kimberley, Idaho

- ♦ Trained in a computer program that served the purpose of providing schools with the most efficient and effective student information management and reporting system.
- ♦ Served as a trainer to staff at West Side School District.

TOBI

Summer 2003 Albertson's Foundation Pocatello, Idaho

- ♦ Trained in instructional strategies that emphasized reading across the curriculum.

VOLUNTEER EXPERIENCE:

Scoutmaster

2006-2011

Clifton, Idaho

- ♦ Working with 12-13 year old young men to prepare them to be responsible adults by completing the Boy Scouts of America Program.

Assistant Scoutmaster

2005-2006

Clifton, Idaho

- ♦ Assisted the scoutmaster in working with 12-13 year old young men to prepare them to be responsible adults by completing the Boy Scouts of America Program.

Little League Wrestling Coach

2004-Current

Harold B. Lee Elementary

Dayton, Idaho

2000-2002

West Jefferson

Terreton, Idaho

- ♦ Coached wrestling skills to 65 children with ages ranging from 5-13.

Missionary for Religious Organization

1998-2000

Religious Organization

St. Louis, Missouri

- ♦ Taught people about basic religious beliefs, counseled and gathered statistical information from young adults in a religious organization, worked 60-80 hours a week.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY ANNUAL REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	IDAHO PUBLIC CHARTER SCHOOL COMMISSION UPDATE	Information Item
4	UNIVERSITY OF IDAHO – STUDENT APPEAL	Motion to Approve
5	BOISE STATE UNIVERSITY – FACILITY NAMING	Motion to Approve
6	BOARD BYLAWS H.4 – AUDIT COMMITTEE – FIRST READING	Motion to Approve
7	BOARD POLICY I.K. NAMING / MEMORIALIZING BUILDING & FACILITIES – SECOND READING	Motion to Approve
8	BOARD POLICY I.P. IDAHO INDIAN EDUCATION COMMITTEE – FIRST READING	Motion to Approve
9	IDAHO STATE BOARD OF EDUCATION STEM EDUCATION STRATEGIC PLAN	Motion to Approve
10	IDAHO STATE BOARD OF EDUCATION 2013-2017 STRATEGIC PLAN	Motion to Approve
11	PRESIDENT APPROVED ALCOHOL PERMITS	Information Item

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual 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 Boise 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.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Report

Page 3

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Boise State University Progress Report
February 2013
Presented by: Dr. Robert W. Kustra, President

Strategic Plan Implementation

The goals and strategies of our new strategic plan, *Focus on Effectiveness 2012-2017*, provide the blueprint by which we will deliberately and methodically attain our vision to become a Metropolitan Research University of Distinction. The goals are:

- *Create a signature, high-quality educational experience for all students.*
- *Facilitate the timely attainment of educational goals of our diverse student population.*
- *Gain distinction as a doctoral research university.*
- *Align university programs and activities with community needs.*
- *Transform our operations to serve the contemporary mission of the university.*

The first four goals give direction to our actions as a university and the fifth goal is focused the effectiveness and efficiency of our internal operations. The more successful our implementation of the fifth goal, the better able we will be to implement the other four goals.

Implementation of the new strategic plan is following a fundamentally different course that it did with the prior plan. Implementation of Charting the Course was primarily the responsibility of individual units, which created and implemented their own strategic plans aligned with the university-wide plan. In contrast, implementation of *Focus on Effectiveness 2012-2017* emphasizes the planning and implementation of university-wide initiatives.

During spring and summer 2012, a first set of strategic projects were derived directly from our strategic plan. They fulfill two key criteria: (i) Each is truly a university-level project, requiring that divisional boundaries be crossed in planning, implementation, and impact. (ii) Each is foundational in nature; that is, by implementing it first, we facilitate the later implementation of unit-level and other university-level projects.

A portfolio of nine projects has been approved for FY2013. Those projects are:

Integrated University Planning: We are creating an integrated planning structure centered around a Strategic Enrollment Plan. The Strategic Enrollment Plan translates our mission and strategic plan into goals for enrollment at the university and program levels and provides the basis for programmatic planning, infrastructure planning, and financial planning.

Comprehensive and Systematic Assessment: We are creating a structure to ensure comprehensive and systematic assessment, at both the unit and university levels, of our effectiveness as an institution. Assessment results will be used to improve our performance, understand the impact of those improvements, and to hold ourselves accountable.

Leading-Edge Pedagogy at the Program Level: Typically, efforts to transform the delivery of curriculum are focused on individual faculty members transforming individual courses. In contrast, in this project a pilot group of academic departments will each transform pedagogy throughout an entire program. For example, courses throughout a program would use team-based learning, immersing students in that mode of learning.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Complete College – Boise State: This project will pursue those actions that will tend to maximize the impact of our university on the college completion rate of Idaho. Areas of emphasis include (i) using focused recruitment to increase the number of Idahoans who attend college, especially first generation and others from groups typically underrepresented as college graduates; and (ii) actions to further increase the completion rate for those who attend college.

A Culture Focused on Student Success: This project will be key in our continued efforts to build a culture in which staff and faculty have an unshakable focus on their role in the success of our students. The focus will be on adopting a “One Referral” Standard. That is, when a person (student, staff, faculty, or community member) makes an inquiry that needs to be referred from one office to another, that referral made should be the last.

Grant-writing Support for Research and Creative Activity: This project will create a structure for helping faculty with the often challenging and time-consuming activity of developing grant proposals. One example of where such support is expected to generate significant returns is in the development of grant proposals that integrate education, social sciences, and humanities into research in the STEM disciplines.

Expansion of the Mobile Learning Initiative: Our Mobile Learning Initiative has put us “ahead of the pack” in many ways by creating technology-enabled learning spaces, deploying unique-content delivery methods, supporting faculty and student digital fluency, and making e-content more available. This project will continue that trajectory through (i) expanded access to e-content and devices through bookstore, library, etc. (ii) a marketing strategy designed to increase awareness of mobile learning opportunities and resources and to promote top-notch mobile learning initiatives as part of the university “brand”, and (iii) continued support for innovation and exploration through faculty development programs:

Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes. This project will create a university-wide structure to aid departments in the assessment of their Foundational Studies Program courses, especially Disciplinary Lens courses. An assessment structure that is integrated into our teaching and learning processes will ensure the highest possible level of attainment of the University Learning Outcomes (ULOs). This project also will facilitate integration of ULOs with the Program Learning Goals of our degree programs and connection of ULOs with co-curricular activities.

Strengthen the Structure and Operations of Academic Departments. This project will assess and improve key work processes in our academic departments, define and assign roles and responsibilities at the department and college level, and provide easy and timely access to the accurate data required to inform decision-making and operations within academic departments. The goal of this project is to provide department chairs with the ability to focus on strategic thinking and program assessment, while department operations are skillfully, effectively, and efficiently managed.

Budget (from 2012-13 Operating Budget)

Revenue Projections	FY 2013
State General Account - (Includes Special Programs)	\$74,496,000
Student Tuition and General Education Fees	76,318,400
Other Student Fees	31,241,972
Federal Grants & Contracts	125,100,129
State Grants & Contracts	2,502,674
Private Gifts & Grants	24,613,704

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Sales & Services of Auxiliary Enterprises	53,138,693
F & A Recovery	5,430,885
Other (inter-dept. revenue, transfers from fund balance & interest income)	20,444,074
Total Estimated Revenue	\$413,286,531
Estimated Expenditures	
Instruction	\$102,215,854
Research	30,867,286
Public Service	13,479,370
Academic Support	19,966,959
Library	7,291,196
Student Services	16,026,556
Institutional Support	29,764,591
Physical Plant	20,339,348
Scholarships & Fellowships	10,846,409
Federal Student Financial Aid	93,000,000
Auxiliary Enterprises	74,052,412
Planned Use of Reserves	(4,563,450)
Total Estimated Expenditures	\$413,286,531

- FTE faculty (% of the population) 599.29 FTE (33.04%)
- FTE managerial/professional (% of the population) 390.9 FTE (14.61%)
- FTE classified (% of the population) 337.26 FTE (6.57%)

Enrollment

(From PSR-1 Fall, October 15 census date)

Undergraduate	17,057
Early college	2,196
Non-degree seeking	1,287
Graduate	2,098
Total	22,638

2012 Graduates

Bachelor's Degree Awarded:	2,766
Master's Degrees Awarded:	664
Doctoral Degrees Awarded:	11
Total:	3,441

Research and Economic Development

Select Statistics

- Charter member of the National Academy of Inventors
 - includes several of our new conference partners, like Georgetown University, Temple University, University of South Florida, University of Cincinnati and University of Central Florida
- 18 patents awarded (15 in the last 3 years) and 25 pending
- \$36 million in research awards
- 65 active NSF awards and sub-awards and more than 80 faculty members engaged in NSF projects

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- 44 academic departments in six colleges offering 95 baccalaureate degrees, 78 master's degrees and 8 doctoral degrees
- 28,565 distinct students served last year

Collaborations

IGEM

State funding of \$700,000 for the Governor's IGEM initiative combined with Boise State funding from internal reallocations is being used to expand and restructure the Computer Science Department to meet the economic needs of Idaho:

- Hiring additional faculty to address course backlogs and produce more graduates
- Integrating industry into program by creating an Industry Advisory Board, plus increasing student interaction with industry through team projects and proposals
- Restructuring curriculum and creating a tutoring center to enhance student success and retention
- Developing career counseling services for computer science and field trips to local software companies to introduce K-12 students to the field
- Collaborating with the Boise Angel Alliance to evaluate startups for funding
- Increasing external funding for computer science research
 - With only one new faculty member and one new research assistant this year to date, we have already realized an additional \$1,286,000 in external funding

New Buildings/Spaces

Micron Business & Economics Building - The new home for the College of Business and Economics is a western gateway to campus at University Drive and Capitol Boulevard. Rising four stories, the 118,890 square-foot-building emphasizes student learning, business-relevant research and community collaboration. It incorporates cutting-edge technology and is designed to adapt easily and cost-effectively as new technologies emerge.

The Micron Business and Economics Building features adaptable classrooms, team rooms, designated areas for research and collaboration, a 250-seat lecture hall, financial trading room, an executive boardroom and much more. It also brings under one roof Boise State's units that interact with the business community on a daily basis — Idaho Small Business Development Center, TechHelp, the Centre for Creativity and Innovation and the Center for Entrepreneurship.

Lincoln Townhouses - This fall, we also open all 360 new beds in the Lincoln Townhouses, which will be full of junior and senior level students

Dona Larsen Park - Last summer, we opened the new Dona Larsen Park facility, which will serve Softball and Track & Field as well as the larger community as a place to host high school football games

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Bert Glandon, College of Western Idaho President, and current chair of the Presidents' Council will give a report on the recent activities of the Presidents' Council and answer questions.

At the Councils February 5, 2013 meeting topics discussed were:

- Performance Based Funding Initiative
- Board Member Notifications
- Graduate Education Collaborative Partnership, Veterans Hospital

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission (IPCSC) Director Tamara Baysinger will update the Board on the status of Idaho's public charter schools and the IPCSC's efforts to implement best practices for charter school authorizing. Topics will include:

1. Public charter school growth, achievement, and funding;
2. Proposed legislation pertinent to public charter school and authorizing; and
3. IPCSC focus on implementation of essential authorizing practices identified by the National Association of Charter School Authorizers.

IMPACT

This item will bring the Board up to date on the activities of the Idaho Public Charter School Commission during the last year.

ATTACHMENTS

Attachment 1 – Idaho Public Charter Schools Fact Sheet

Page 3

Attachment 2 – Idaho Public Charter Schools Lists

Page 4

BOARD ACTION

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Public Charter Schools | FACT SHEET

TOTAL STATE SUPPORT FOR PUBLIC CHARTER SCHOOLS

Fiscal Year	FY10	FY11	FY12	% Change from FY10 to FY12
State Support	\$78,800,105	\$77,626,138	\$80,912,728	2.7%

NUMBER OF PUBLIC CHARTER SCHOOLS

	2010-2011	2011-2012	2012-2013	2013-2014
District-Authorized	15	14*	14	15
IPCSC-Authorized	25*	29	30	33
Total	40	43	44	48

It is anticipated that 4-6 new public charter schools will be approved each year for the foreseeable future. If present trends continue, most or all of these will be authorized by the Idaho Public Charter School Commission.

PUBLIC CHARTER SCHOOL ENROLLMENT

	2010-2011	2011-2012	2012-2013	2013-2014**
District-Authorized	5,521	5,487	5,321	5,520
IPCSC-Authorized	10,691	10,597	10,912	11,681
Brick & Mortar	11,484	10,861	11,010	11,978
Virtual	4,728	5,223	5,223	5,223
Total	16,212	16,084	16,233	17,201

The number of students currently enrolled in Idaho's public charter schools represents 5.7% of Idaho's public school student population. 1.8% of Idaho's public school students are enrolled in virtual public charter schools.

IDAHO PUBLIC CHARTER SCHOOL COMMISSION PROGRAM BUDGET

	FY 2010 (actual)	FY 2011 (actual)	FY 2012 (actual)	FY 2013 (budgeted)
Personnel Costs	\$100,366	\$102,490	\$145,921	\$217,921
Operating Expenditures	\$22,121	\$19,766	\$10,287	\$40,600

Increased operating budgets are reflective of the meetings, tools, and training required for the oversight of an expanding number of schools. Increased personnel costs reflect the addition of a second, full-time IPCSC staff position, bringing Idaho closer to the nationwide authorizer staffing average of 1 full-time equivalent (FTE) per 5.3 schools.***

*In 2010-11, three new IPCSC schools opened, one existing IPCSC school closed, and one school transferred from district to IPCSC. In 2011-12, one existing district school closed.

**These estimates are based on enrollment caps contained in charters approved but not yet open, and do not reflect possible expansion or contraction of existing schools.

***Source: The State of Charter School Authorizing 2009 Annual Report, National Association of Charter School Authorizers.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**

Number	Name (Active Schools Only)	Year	Location	Grades	Method / Focus	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
2	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
3	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
4	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
5	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
6	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
7	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
8	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
9	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
10	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
11	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
12	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
13	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
14	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
15	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
16	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
17	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
18	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
19	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
20	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
21	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
22	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
23	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
24	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
25	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
26	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
27	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
28	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
29	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
30	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
31	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
32	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
33	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
34	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
35	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
36	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
37	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
38	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
39	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
40	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
41	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
42	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
43	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
44	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
45	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
46	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
47	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
48	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
Three district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL						
One PCSC-authorized public charter school has closed: Nampa Classical Academy						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC						

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Number	Name (Active Schools Only)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
2	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
5	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
6	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
7	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
8	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
9	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
10	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
11	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
12	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
13	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
14	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
15	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
1	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
2	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
3	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
4	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
5	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
6	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
7	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
8	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
9	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
10	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
11	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
12	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
13	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
14	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
15	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
16	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
17	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
18	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
19	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
20	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
21	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
22	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
23	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
24	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
25	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
26	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalauriate	PCSC
27	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
28	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
29	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
30	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
31	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
32	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
33	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
TOTAL 48						
Four district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL						
One PCSC-authorized public charter school has closed: Nampa Classical Academy						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC						

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Number	Name (All Schools)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
CLOSED	Lost Rivers Charter School	1998	Arco			Closed (Butte Cnty SD)
2	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
6	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
CLOSED	Renaissance Charter School	1999	Moscow			Closed (Moscow SD)
7	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
CLOSED	Hidden Springs Charter School	2001	Boise	K-8	Harbor	Boise SD
8	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
CLOSED	Idaho Leadership Academy	2002	Pingree	K-12	Paidea, Leadership	Closed (Snake River SD)
9	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
10	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
11	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
12	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
13	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
15	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
16	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
17	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
18	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
19	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
20	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
21	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
22	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
23	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
24	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
25	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
26	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
27	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
28	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
29	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
30	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
31	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
CLOSED	Nampa Classical Academy	2009	Nampa	1-9	Classical/Trivium	PCSC
32	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
33	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
34	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
35	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
36	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
37	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
CLOSED	Owl Charter Academy	2010	Nampa	K-8	Multi-Sensory	Nampa SD
38	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
39	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
40	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
41	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
42	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
43	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
44	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
45	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
46	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
47	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
48	Odyssey Charter School	2013	Idaho Fallk	6-12	Project-Based	PCSC

UNIVERSITY OF IDAHO

SUBJECT

Student Appeal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.L.1.
General Governing Policies and Procedures, Appeal Procedures

BACKGROUND/DISCUSSION

A student at the University of Idaho (UI) has requested the Board consider an appeal pursuant to Idaho State Board of Education Governing Policies & Procedures, Section I.L.1

The Board has the option to choose to hear the appeal or to not exercise its discretion to hear the appeal. If the Board exercises its discretion and chooses to hear the appeal, it would be heard as a contested case under the Administrative Procedures Act. The hearing would be scheduled with both parties and heard at a future date. In a contested case, both parties have an opportunity to present and respond to evidence. The Board could hire a hearing officer to hear the appeal, appoint a panel of one or more members of the Board to hear the appeal, or have the entire Board hear the appeal. If the Board appoints a hearing officer or a panel of members to conduct the hearing, the Board would have an opportunity to review the resulting recommended order and would then issue its own final order. Either party has the right to appeal a final order, as set forth in the Administrative Procedures Act.

Records relating to the student appeal are confidential under federal law and were reviewed by the Board in executive session.

IMPACT

If the Board determines not to exercise its discretion and hear the student's appeal, the student has the option to file a complaint with the United States Department of Education, Office of Civil Rights, and to file a civil action and seek judicial review of the matters asserted.

STAFF COMMENTS AND RECOMMENDATIONS

The Board has the discretionary authority to hear this appeal under Idaho State Board of Education Governing Policies & Procedures, Section I.L.1.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

BOARD ACTION

I move to reject the request to hear the student appeal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to hear the student appeal and to appoint a hearing officer.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Request to name a facility

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

A donor has requested naming of a building on the Boise State University campus as part of their gift agreement.

The request adheres to Board policy, section I.K.1a. as follows:

ii. Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:

(a) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.

(b) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

IMPACT

Naming of the facility will recognize an individual's work and accomplishments and allow Boise State University to carry out the wishes of donors in honor of their gift to the University.

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University has requested the name of the facility and the donor not be published prior to the discussion at the Board meeting.

Without further information Board staff cannot make a recommendation.

BOARD ACTION

I move to approve the request by Boise State University to name _____
the _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Board Bylaws H.4. – Audit Committee – First Reading

REFERENCE

December 2009	Board approved second reading of changes to the Board Bylaws.
December 2008	Board approved second reading of Board Policy Section V.H. Audits

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Bylaws, Section H.4. Audit Committee
Idaho State Board of Education, Governing Policies and Procedures, V.H. Audits

BACKGROUND/DISCUSSION

Staff have reviewed Board policy, Board Bylaws, and the Audit Committee Charter. Board Policy V.H.3. Audits, Selection of Independent Auditors states:

- “a. The Committee shall allow enough time to prepare and publish a Request for Proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate and authorize a contract.*
- b. The Committee may establish a process for selecting an independent audit firm. The process used should include representatives from the Board, Committee, and institutions.*
- c. The Committee shall make the selection of the audit firm.*
- d. The selection of the new audit firm shall be presented to the Board and ratified at the next Board meeting following the Committee's selection.”*

At the same time the Board bylaws specify that:

“c.1) Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors.”

And the Audit Committee charter states that:

“The Committee shall advise the Board in the appointment and compensation of the auditing firm and shall oversee and evaluate the performance of the audit.”

In the past there was some confusion to the role of the Audit Committee and the selection of the external auditor. The Board by-laws indicated the Committee was to select the external auditor and the policy and committee charter specifies that the Board was to make the final selection.

STAFF COMMENTS AND RECOMMENDATIONS

In order to bring all three governing documents into alignment staff are proposing the Board Bylaws be amended to bring them in alignment with current Board policy.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

ATTACHMENTS

Attachment 1 – Revised Board Bylaws H.4. Audit Committee

Page 3

BOARD ACTION

I move to approve the amendments to Board Bylaws H.4., Audit Committee, as presented in attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No__

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

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 the state of Idaho. No employee of an institution or agency under the 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

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:

- 1) ~~Approve~~ Select for Board ratification the appointment of the independent auditor, and 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Board Policy I.K. Naming/Memorializing Building and Facilities – Second Reading

REFERENCE

December 2012	Board approved first reading of amendments to Board Policy Section I.K.
April 2002	Board approved second reading of amendments to Section I of Board Policy including I.K.
February 2002	Board approved first reading of amendments to Section I of Board Policy including I.K. Amendments consisted of updates to outdated references to Idaho administrative rules.
September 2000	Board approved second reading of Board Policy I.K.
March 2000	Board approved first reading of Board Policy I.K.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy I.K. requires prior approval by the Board for the naming or memorializing of our public postsecondary institutions facilities. As currently specified in paragraph one of this policy, it requires approval of the Board for the naming or memorializing of a building or administrative entity for other than functional use, and as a subset of this overriding statement, the policy goes on to state that the Board exclusively has authority to name administrative units, buildings, and facilities of a campus or other property under the administrative control of the State Board of Education and Regents of the University of Idaho. This has led to some confusion as to whether the intent is for the Board to name all facilities or only those that are being named for other than functional use. Currently, and in alignment with past practices, the policy is interpreted as only requiring Board approval for the naming of facilities for other than functional use.

The proposed amendments would clarify the wording in the policy, in alignment with current practices, specifying that only the naming of facilities for nonfunctional use requires Board approval. Additional changes are being proposed to the policy to update the term president with chief executive officer in alignment with common language used in other Board policies and to rectify the conflict by including room and open space in the definition of facility, which is under the Boards purview for naming and then delegating the naming of rooms and open spaces to the chief executive officer. The final change eliminates the specific requirement that the chief executive officers report to the Board and to the Board's Business Affairs and Human Resources Committee and when applicable, to the Board's Instruction, Research and Student Affairs Committee.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

IMPACT

Approval of the changes will allow for clarity in the administration of this Board policy and streamline the reporting process.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.K.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Currently naming requests come forward to the Board for approval through the Consent agenda. Clarifying the language within the policy will assure Board intent is being met and that the policy is consistently interpreted in the future. Board Member Lewis requested a technical change in the wording regarding the Board's authority at the December 2012 Board meeting. This is the only change made to the policy between the first and second reading. No comments were received from the institutions.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.K. Naming/Memorializing Building and Facilities as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities ~~April 2002~~February 2012

Prior approval of the State Board of Education is required for the naming or memorializing of a ~~building or administrative unit~~ facility or facilities for other than functional use. ~~This policy also includes the naming of facilities.~~

As used in this policy, the terms "facility" and "facilities" include any building, structure, room, laboratory, administrative unit, open space, or other physical improvement or natural feature of a campus or of other property under the administrative control of the State Board of Education and the Regents of the University of Idaho.

1. The Board will consider the following factors in addressing requests for naming of a building, facility, or administrative unit.
 - a. Naming for an administrator, member of the faculty or employee of a unit responsible to the State Board of Education:
 - i. No building, facility, or administrative unit shall be named for a person currently employed within the system of higher education in Idaho, except when authorized by the Board.
 - ii. Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:
 - 1) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.
 - 2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.
 - b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:
 - i. When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.
 - ii. Name for an individual in recognition of a gift.
 - 1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- 2) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:
 - a) The nature of the proposed gift and its significance to the institution;
 - b) The eminence of the individual whose name is proposed; and
 - c) The individual's relationship to the institution.
- ~~2. The Board exclusively has authority to name administrative units, buildings, and facilities of a campus or of other property under the administrative control of the State Board of Education and Regents of the University of Idaho.~~
- ~~3~~2. The Board delegates to the ~~presidents~~ chief executive officers the authority to name rooms and open spaces located within buildings or structures.
 - a. The presidents shall follow the same guidelines for naming as set forth in section 1. of this policy.
 - b. All such names designated by the ~~presidents~~ chief executive officers shall be reported annually in August to the ~~Board~~ Executive Director.
- ~~4. All requests for naming outside the presidents' delegated authority, and all delegated naming authority reporting, shall be made to the Board's Business Affairs and Human Resources Committee. When applicable, concurrent request shall be made to the Board's Instruction, Research and Student Affairs Committee.~~

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Board Policy I.P. Idaho Indian Education Committee – First Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.

BACKGROUND/DISCUSSION

In June 2007, the State Board of Education established a Native-American Higher Education Committee to advise the Board on Native-American access issues to higher education. Board Member Bill Goesling currently chairs that committee. The committee is comprised of 10 individuals representing Idaho's public postsecondary institutions, to include the State Department of Education's (SDE) Indian Education Coordinator, which is currently vacant. SDE also has a committee, known as the Indian Education Committee, which is primarily focused on K-12 educational issues. The Indian Education Coordinator staffed this committee.

On November 12, 2012, a joint meeting was held to discuss the potential merging of the two (2) committees. Both groups agreed by consensus to combine the two committees into one structure to include a K-postsecondary system and to be named the Indian Education Committee, a committee of the Board.

An additional joint meeting was held on January 17, 2013, to discuss the proposed new structure of the committee and to draft proposed Board policy for the new committee. The joint committee members reviewed the current bylaws of the SDE Indian Education Committee. The SDE Indian Education bylaws were the foundation to ensure key elements were included in the revised scope and responsibility of the combined committees.

The proposed composition of the Kindergarten to Postsecondary Indian Education Committee includes:

- One representative from each of the eight public postsecondary institutions
 - The representative should be from a Department or Division whose responsibility is to serve American Indian students
- One representative from each of the five recognized tribes
 - The representative should be the tribal chair or designee

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- One k-12 representative from each of the five recognized tribes
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education

Staff support will come from both the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager.

ATTACHMENTS

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee	Page 3
Attachment 2 – Nez Perce Support Letters	Page 7
Attachment 3 – Shoshone-Bannock Support Letters	Page 10

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed bylaws which would support the merging of the State Department of Education's Indian Education Committee and the Board's Native American Higher Education committee into one structure. Department staff also recommend merging the two committees.

BOARD ACTION

I move to approve Board Policy I.P. Idaho Indian Education Committee – First reading as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: P. Idaho Indian Education Committee

April 2012

1. Purpose

The purpose of the Idaho Indian Education Committee is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes. The mission of the Idaho Indian Education Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the gap of academic achievement

2. Roles and Responsibilities

In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include, but not be limited to, the following:

- a. Advocate and inform stakeholders, and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.
- b. Review and make recommendations on instructional materials to ensure inclusion of cultural knowledge and tribal context at the elementary, middle/junior high, and high school, and postsecondary level.
- c. Review and make recommendations on Teacher Certification Programs to ensure inclusion of cultural knowledge and tribal context.
- d. Review and make recommendations to ensure integration and use of cultural knowledge and tribal context as a component of instructional practice in schools that serve predominantly American Indian students.
- e. Review and make recommendations on funding and programs that serve American Indian students. To include, but not be limited to: Johnson O'Malley, Impact Aid, Title VII, Enrichment Programs.
- f. Review American Indian student achievement data to include, but not be limited to, K-12 standardized tests, K-12 and postsecondary graduation, retention, dropout, and completion data; health and safety data; suicide prevention data; drug violence data.
- g. Identify and promote best practices in supporting the success of American Indian students.

2. Membership

The Idaho Indian Education Committee (Committee) membership shall be composed of the following:

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- One representative from each of the eight public postsecondary institutions
 - The representative should be from an Advisory Committee or a Designee (Board will request nomination from the Provost/President)
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representatives from the State Board of Education, as an ex-officio

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to two (2) year terms at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position the Office of the State Board of Education through the Chief Academic Officer and Academic Affairs Program Manager, and will include the following:

- Advisory to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Prepares the agenda with input from the Committee
- Notifies Committee of upcoming meetings and other communications
- Records, publishes and disseminates minutes of meetings

Chairperson: Conducts the Committee meetings.

Vice-Chairperson: Acts on behalf of the Chairperson in their absence.

4. Meetings

The Committee will meet quarterly and use technology whenever possible to fulfill its duties. Meetings will take place at the Office of the State Board of Education, 650 West State Street, unless otherwise determined by the Committee membership.

The Chair will work with staff to establish agendas for each meeting. Members may request in writing to the chair items to include on the agenda. An opportunity to add or delete agenda items will be provided at the start of each meeting. Once the meeting has started the agenda may not be changed.

Minutes of each meeting will be recorded, published, and disseminated in draft form to Committee members as soon as possible after each meeting, for review of

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

content accuracy. Meeting minutes in final form will then be presented for Committee approval at the next regularly scheduled Committee meeting.

Provided funds are available, Committee member business travel expenses for K-12 representatives attending quarterly committee meetings will be reimbursed at the State of Idaho rates with the exception of the Tribal Chairs or their designees, whose expenses will be covered by their respective tribal governments.

A quorum of the Committee shall consist of thirty percent (30%) of the Committee members. A quorum of the Committee must be present in order for the Committee to conduct any business.

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Nez Perce

RECEIVED
JAN 16 2013
OFFICE OF THE
STATE BOARD OF EDUCATION

TRIBAL EXECUTIVE COMMITTEE

P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

January 14, 2013

President Kenneth Edmunds
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear President Edmunds and Board Members,

The Nez Perce Tribe would like to express our support regarding the proposed combining of the current Indian Education Committees within the State Department of Education (SDE) and State Board of Education (SBOE), and to be recognized formally through the State Board of Education. The Tribe understands the Idaho Indian Education Committee has been a longstanding advisory group that has been meeting since the 1970's and has been funded by the SDE, and the Native American Higher Education has been in place through the SBOE since 2007. The Tribe believes the merging of the Committees will provide an opportunity for the state departments, tribes, higher education institutions, and school districts to enhance their collaboration and communication through one committee.

The establishment of one permanent Indian Education Committee at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. Through the SDE's Indian Education Committee, there has been a positive history of local school districts, colleges, tribal education departments and leaders working together with the State Department of Education to meet the needs of American Indian students. With the increased k-12 initiatives through the State Board of Education along with the importance of higher education institutions needing an outlet for increased communication to enhance tribal students' performance, the merger of the committees will assist in bringing all educational issues to one table. Many of the current initiatives of the committees involve both the SDE and SBOE, along with both k-12 and higher education entities.

Other benefits of one Indian Education Committee include the factors of time and funding. With the current situation, there are occasions both committees schedule meetings in Boise at differing dates which forces committee members to choose between meetings or increases the cost for travel if members attend both meetings. The established committee would provide a system

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

where meetings organized at the state level will become more established in nature and where a set number of meetings within certain periods of the year will be scheduled well in advance.

The Nez Perce Tribe appreciates the relationship it shares with the State of Idaho and looks forward to the opportunity to strengthen our work through the proposed Indian Education Committee, recognized and supported through both the State Department of Education and State Board of Education. If the Tribe can be of any assistance in the process please feel free to contact us. Thank you for your attention and consideration.

Sincerely,



Silas C. Whitman
Chairman



Nez Perce

TRIBAL EXECUTIVE COMMITTEE

P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

December 26, 2012

JFAC
State of Idaho
Legislative Services Office
P.O. Box 83720
Boise, ID 83720-0054

Dear JFAC members,

The Nez Perce Tribe would like to express its support regarding the funding request of Superintendent Luna and the State Department of Education for the legislative establishment of the Idaho Indian Education Coordinator position within the State Department of Education. The Tribe understands the position was previously funded by Superintendent Luna (from 2007-2011) through combined resources, but would like to make the position formally recognized through the JFAC budget process.

The establishment of a permanent Indian Education Coordinator at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. During the short time period which Idaho had an Indian Education Coordinator, local school districts, colleges, tribal education departments and communities seemed to be in a great place with regard to communication and coordinating their efforts to enhance the performance of tribal students. Although the state, tribes and school districts are forging ahead with many new initiatives, it will be very important to have a Coordinator to act as a conduit and leader to assist all in delivering the highest quality of services.

The Nez Perce Tribe appreciates the relationship it shares with the State of Idaho and looks forward to the opportunity to strengthen our work together through the proposed Indian Education Coordinator position. If the Tribe can be of any assistance in the process please feel free to contact us. Thank you for your attention and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Silas Whitman".

Silas Whitman
Chairman

FEBRUARY 21, 2013

The SHOSHONE-BANNOCK TRIBES



FORT HALL INDIAN RESERVATION

PHONE: (208) 478-3700

(208) 237-0797

FORT HALL BUSINESS COUNCIL

PO BOX 306

FORT HALL, IDAHO 83203

Joint Finance Appropriations Committee (JFAC)

State of Idaho

Legislative Services Office

P.O. Box 83720

Boise, Idaho 83720-0054

January 18, 2013

Dear JFAC Members,

On behalf of the Shoshone-Bannock Tribes, we would like to express our support regarding the funding request of Superintendent Luna and the State Department of Education for the legislative establishment of the *Idaho Indian Education Coordinator* position within the State Department of Education. We understand the position was previously funded by the SDE (from 2007-2011) through the combined resources, and realize through JFAC budget process the position would become formally recognized.

The establishment of a permanent Indian Education Coordinator at the state level will not only impact all American Indian students AND Tribal communities but will also have the ability to improve education for all Idaho schools and communities. During the short time which Idaho had an Indian Education Coordinator, local school districts, colleges, tribal education departments and communities seemed to be in a great place with regard to communication and coordinating their efforts to enhance tribal students' performance. Although the state, tribes, and school districts are forging ahead with many new initiatives, it will be very important to have a Coordinator to act as a conduit and leader to assist all in delivering the highest quality of services. We would like to remind the State of Idaho through Public Law 280 that the State of Idaho has statutory responsibility to provide education for our Shoshone-Bannock children. By providing the Indian Education Coordinator position, the state will be creating avenues for our students, parents, tribal education departments and communities to receive information and support from the State Department of Education.

The Shoshone-Bannock Tribes appreciate the relationship we share with the State of Idaho and look forward to the opportunity to strengthen our work through the proposed Indian Education Coordinator position. If we can be of any further assistance in the process please feel free to contact us.

Respectfully,

Nathan Small

Chairman, Fort Hall Business Council

FEBRUARY 21, 2013

The SHOSHONE-BANNOCK TRIBES



FORT HALL INDIAN RESERVATION

PHONE: (208) 478-3700

(208) 237-0797

FORT HALL BUSINESS COUNCIL

PO BOX 306

FORT HALL, IDAHO 83203

State Board of Education (SBOE)

State of Idaho

State Department of Education

Boise, Idaho 83720

January 18, 2013

Dear SBOE Members,

On behalf of the Shoshone-Bannock Tribes, we would like to express our support regarding the proposed combining of the current Indian Education Committees within the State Department of Education (SDE) and the State Board of Education (SBOE), and to be formally recognized through the State Board of Education. We understand the Idaho Indian Education Committee has been a longstanding advisory group that has been meeting since the 1970's and has been funded by the SDE and the Native American Higher Education and has been in place through the SBOE since 2007. The merging of the Committees will provide an opportunity for the state departments, Idaho Tribes, higher education institutions, and school districts to enhance their collaboration and communication through one committee.

The establishment of the one permanent Indian Education Committee at the state level will impact not only American Indian students and tribal communities but will also have the ability to improve education for all Idaho schools and communities. Through the SDE's Indian Education Committee, there has been a positive history of local school districts, colleges, tribal education departments and leaders working together with the SDE to meet the needs American Indian students. With the increased K-12 initiatives through the SBOE along with the importance of higher education institutions needing an outlet for increased communication to enhance tribal students' performance, the merge of the committees will assist in bringing all educational issues to one table.

Other benefits of one committee include the factors of time and funding. The established one committee would also provide an organized system with a set number of proposed meetings scheduled in advance. Also, the Shoshone-Bannock Tribe would formally appoint a Fort Hall Business Council member to speak on behalf of the Tribes and will be the sole spokesperson on behalf of the Tribe.

The Shoshone-Bannock Tribes appreciates the relationship we share with the State of Idaho and look forward to the opportunity to strengthen our work through the proposed Idaho Indian Education Committee (IIEC), recognized and supported through the SDE and the SBOE. If we can be of further assistance please feel free to contact us.

Respectfully,

Nathan-Small

Chairman, Fort Hall Business Council

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

P-20 STEM Education Strategic Plan

REFERENCE

February 2010

The Board received an update on various STEM initiatives within the state.

May 9, 2011

The Board convened a STEM Summit to work on the development of a statewide STEM Roadmap.

BACKGROUND/ DISCUSSION

Nationally there is much concern over the status of Science, Technology, Engineering and Math (STEM) education. While the exact numbers may vary depending on reporting periods or definitions of groups included, the majority of reports indicate that students who pursue STEM fields earn higher wages and experience lower rates of unemployment. In addition to the individual benefits of an increased STEM education, the state and local economies also receive benefits. An area with a strong STEM educated workforce will help to recruit industries with more high wage positions leading to increased economic development.

In Idaho there are many great STEM initiatives and projects at the K-12 and postsecondary level and while there may be pockets of collaboration on a statewide scale, these initiatives are happening in isolation. Through the development of a statewide STEM Education Strategic Plan the Board can work to bring these initiatives together for a more coordinated and efficient approach.

The STEM education pipeline has many facets and is impacted by many stakeholders. While the Board can directly impact parts of the pipeline, the proposed plan will cover the entire pipeline and serve as the foundation for the development and collaboration of STEM education initiatives throughout the state. The State Board of Education is vested with the general supervision and governance of the State's public education system, which includes, but is not limited to:

- setting education policy for the state,
- public postsecondary program approval,
- the colleges of education requirements,
- setting teacher certification requirements,
- setting educational/content standards, and
- setting secondary graduation requirements

All of which impact the availability and quality of STEM education throughout the state. Through the development of a statewide strategic plan for STEM education limited resources can be focused on priority areas, and areas that need improvement may be identified. Additionally, the work will help to identify resources available to local communities, best practices, and local initiatives that

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

have been the most impactful and sustainable which can be scaled up to a statewide level.

In May of 2012 the Board convened a STEM Education Summit. During that summit stakeholders discussed issues and provided input on the direction for STEM education in Idaho. Following the Summit a broad group of stakeholders encompassing teachers (K-12 and postsecondary), administrators, colleges of education, community partners, postsecondary institutions, professional-technical education, and industry was brought together to look at the work started at the STEM Summit and further develop it into a STEM Education Strategic Plan. The Mission, Vision, Goals and Objectives put before the Board for consideration are a product of that work. In addition, to this the workgroup identified many strategies that will be brought back to the Board at a later date for endorsement. Some of these strategies include:

- development of science standards or the adoption of the Next Generation Science Standards (The Next Generation Science Standards (NGSS) are content standards that are being developed through a collaborate, state-led process managed by Achieve. The NGSS are internationally benchmarked science content standards based on the National Research Council's Framework for K-12 Science Education. More information regarding these standards can be found at <http://www.nextgenscience.org>.)
- increased graduation requirements in math and science and/or increased levels of math or science
- increase teacher certification requirements and knowledge of project based learning
- increased focus on science education in the elementary grades
- incentivizing teachers to obtain multiple endorsements and or deeper content knowledge
- incentivizing teachers to teach in STEM areas
- incentivizing districts to look at alternate models like STEM schools or New Tech High Schools
- professional development on project based learning and the integration of STEM subject matter across subjects
- incentivizing schools and institutions to partner with industry and community partners in developing programs including internship programs, guest speakers from industry, and curriculum development
- specialized advising at the postsecondary level for students entering STEM disciplines designed toward identify those at risk prior to them dropping out or changing majors
- development of a central state STEM resource (EPSCoR hosted STEM Pipeline website) (This resource would be a place schools, communities, and individuals could access to find information on best practices, STEM curriculum aligned to Idaho state content standards, master teachers, or mentors as well as STEM projects happening around the state.)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Once the Board approves the initial direction of the STEM Education Strategic Plan, the workgroup will reconvene to identify priority strategies and resources for accomplishing those strategies as well as a timeline for completion.

With the implementation of the Idaho core math standards Idaho has taken a first step towards increasing rigor at the elementary and secondary level and the preparation of students for postsecondary education and the workforce. With the limited resources available, a concerted coordinated effort is still needed for Idaho to take the next step assuring STEM education is accessible to all Idaho citizens.

IMPACT

Board approval of the initial goals and objectives will allow staff to continue to move forward with stakeholder groups in the implementation of the STEM Education strategic plan.

ATTACHMENTS

Attachment 1 – STEM Plan Workgroup Members	Page 4
Attachment 2 – 2013–2017 STEM Education Strategic Plan	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the strategic plan as submitted, with the understanding that additional work will be done on the development of performance measures and the prioritization of strategies. Idaho has many pockets of excellence in STEM education around the state. Through a collaborative coordinated effort we can identify those pockets that are sustainable and scalable, thereby making them available to all students in Idaho.

BOARD ACTION

I move to approve the 2013-2017 P-20 STEM Education Strategic Plan mission, vision, goals and objectives as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**

**Idaho State Board of Education
Statewide P20-Workforce STEM Education Strategic Plan
Workgroup Membership**

Tracie Bent, Workgroup Chair
Allison McClintick
Anne Seifert
Barbara Morgan
Byron Yankey
Chris Avila
Christie Stoll
Cory Bennett
Dee Mooney
Doug Sayer
Haven Baker
Janine Boire
Jim Gregson
Joe Kelly
John Hughes
Juan Saldana
Julie Best
Kellie Dean
Kim Zeydel

Kristin Magruder
Linda Clark
Louis Nadelson
Marilyn Whitney
Marsha Wright
Melinda Hamilton
Roger Brown
Sarah Penney
Scott Smith
Sean Short
Steve Rayborn
Susan Knights
Vana Richards

Vicki Trier

Wendy Ruchti

Office of the State Board of Education
Office of the State Board of Education
Idaho National Laboratory
Boise State University
Idaho Business for Education
State Department of Education - Math Content
Center for Information Services
Idaho State University
Micron Foundation
Idaho Business for Education
Simplot
Discovery Center
University of Idaho, College of Education
Meridian School District
College of Southern Idaho
Idaho Hispanic Commission
Idaho Education Network
PCS Edventures!
Idaho Council of Teachers of Mathematics
(ICTM)
Idaho Education Network
Meridian School District
Boise State University, College of Education
Office of the State Board of Education
Workforce Development Council
University of Idaho
Governor's Office
EPSCoR Idaho
State Department of Education, STEM Content
Idaho Digital Laboratory
Professional-Technical Education
College of Western Idaho
Emmett School District/Idaho Science Teacher
Association (ISTA)
University of Idaho, College of Graduate
Studies
Idaho State University, STEM Education



IDAHO STATE BOARD OF EDUCATION
2013-2017
Science, Technology, Engineering, and Math
(STEM)
Education
Statewide Strategic Plan



Vision Statement

The State Board of Education envisions an education system that results in a STEM literate citizenry and develops high-quality STEM talent for a competitive workforce.

Mission Statement

Advance STEM for the future of Idaho by: increasing all students' interest, engagement, and success in STEM education; preparing students for STEM and related careers; and firmly establishing the partnerships between industry, education, and government to make these goals a reality.

Goal One

All STEM curriculum, programs, and policies will improve P-20 student content, knowledge, academic performance, and interest in STEM, thus creating the talent needed for a vibrant and growing economy.

Objective A: Increase STEM content knowledge, awareness and participation in STEM-related pathways of students.

Objective B: Expose students to current developments in STEM at the Elementary/Secondary and Postsecondary Levels.

Objective C: Increase all student awareness and access to high-quality STEM programs and opportunities.

Objective D: Adopt framework for identifying and recognizing STEM schools and programs aligned with 21st Century Skills.

Goal Two

P-20 educators will be of high quantity, quality and diversity and be comfortable, prepared and able to incorporate and integrate STEM in their curriculum and instruction.

Objective A: Increase the quantity of teachers trained in the delivery of integrated STEM education.

Objective B: Evaluate and align teacher pre-service programs to STEM content standards that prepare the student for college and the workforce.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

Objective C: Align teacher professional development with proven models designed to increase content knowledge, effectiveness, and cultural competency.

Objective D: Develop policies that incentivize innovative instructional practices to increase student achievement.

Goal Three

Communities, organizations, schools and families across the state will recognize the importance of STEM education to the future of Idaho's economy.,.

Objective A: Increase awareness of the importance and availability of STEM education opportunities within communities, organizations, schools and families..

Objective B: Create a STEM database that catalogs and recommends effective STEM programs (STEM Pipeline)

Objective C: Increase interest and participation in STEM education outreach activities offered by schools, colleges and universities, and industry.

Goal Four

Exemplary partnerships in STEM education will inspire and lead collaboration among education, business, community and government.

Objective A: Develop, leverage and expand partnerships in STEM education including collaboration among education, business, community and government, including the development of learning communities and integrated STEM networks.

Objective B: Increase partnerships and growth of proven quality programs, schools, and tools.

Objective C: Incentivize collaborations implementing evidence-based policies, programs, and practices that increase the number students learning and quality of STEM skills.

Goal Five

Equitable access to P-20 STEM education opportunities and increased diversity will contribute to the success of students and employees entering STEM fields.

Objective A: Increase access to P-20 STEM education opportunities through the facilitation of effective recruitment, retention, and advancement strategies.

Objective B: Assess and identify effective, innovative, and sustainable programs for delivering STEM education.

Objective C: Develop processes for “scaling up” STEM education delivery models.

Objective D: Develop meaningful system-wide professional development and mentoring to all education professionals designed to increase content knowledge as well as pedagogy.

Objective E: Provide students, parents, and teachers with clear guidelines on the academic requirements for a student to be prepared for STEM programs at the postsecondary level.

Goal Six

A STEM talent base will be prepared to meet the demands of a globally competitive economy and is informed by and aligned with statewide economic and workforce development initiatives such as Project 60 and IGEM.

Objective A: Align postsecondary content and programs with workforce needs.

Objective B: Develop clear and meaningful processes for business engagement and learning at the elementary/secondary and postsecondary levels.

Objective C: Communicate STEM values and successes to partners, policy leaders, employers, parents, students and educators.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Idaho State Board of Education 2013-2017 Strategic Plan

REFERENCE

December 2009	Board discussion on strategic plan direction
February 2010	Board approved Goals and Objectives for 2011-2015 Strategic Plan
April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board discussed the 2013-2017 State Board of Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system. The strategic plan is used to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

The Board discussed proposed changes to their Strategic Plan at the December 2012 Regular Board meeting. Staff have incorporated those changes as attachment 1. Additional committee work is still necessary to establish benchmarks for the new performance measures and further develop Goal 2, Objective B: Quality Instruction.

IMPACT

Once approved, the institutions and agencies under the Board will align their strategic plans to the Board's strategic plan. The Board will use the strategic plan to prioritize its direction for education in Idaho. It will also use the plan to determine how progress will be measured in meeting the goals of the plan. By focusing on critical priorities, Board staff, institutions and agencies can direct limited resources to maximum effect. Institutions and agencies submit their strategic plans for initial input and approval at the April 2013 Board meeting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

ATTACHMENTS

Attachment 1 – 2013–2017 State Board Education Strategic Plan (redline)Page 3
Attachment 1 – 2013-2017 State Board of Education Strategic Plan (clean)Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the strategic plan as submitted, with the understanding that additional work will be done on objectives around measuring teacher effectiveness and setting annual milestones.

BOARD ACTION

I move to approve the 2013-2017 Idaho State Board of Education Strategic Plan as submitted and to authorize the Planning, Policy and Governmental Affairs Committee to finalize performance measures and benchmarks as necessary.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**



IDAHO STATE BOARD OF EDUCATION

2012-2016

2013-2017

Strategic Plan

An Idaho Education: High Potential – High Achievement



VISION

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

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.

Performance Measures:

- ~~Annual amount of state-generated need-based financial aid from Opportunity, LEAP, and SLEAP Scholarships.~~
~~Benchmark: \$10M~~
- Annual number of ~~merit and need based~~ state funded scholarships awarded and total dollar amount.
Benchmark: 20,000, \$16M
- Amount of need-based aid per student.
Benchmark: ~~\$489 (2008-09 per~~ undergraduate FTE WICHE Average)
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.
Benchmark: ~~6585~~,000 students for White & White, non-Hispanic; ~~2430~~,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.
Benchmark: SAT – 60% by 2017
ACT – 60% by 2017

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Performance Measures:

- ~~Percentage of high school students enrolled in advanced opportunities.~~
~~Benchmark: 30%~~
- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
 - Dual credit
Benchmark: 25% students per year
Benchmark: ~~18075~~,000 credits per year
 - Tech prep
Benchmark: 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.
Benchmark: 10% students per year
Benchmark: ~~910~~,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.
Benchmark: ~~9095~~%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- Percent of ~~public~~ high school graduates who enroll in ~~an Idaho public~~ postsecondary ~~education institution~~ within 12 months of graduation
Benchmark: ~~60%~~80%
- Percentage of first-year ~~full-time~~ freshmen returning for second year ~~in an Idaho public institution~~.
2-year Institution Benchmark: ~~60%~~75%
4-year Institution Benchmark: ~~70%~~85%
- Percent of Idahoans (ages 25-34) who have a college degree or certificate ~~of one academic year or more~~.
Benchmark: 60% by 2020
- ~~Number Percent increase of postsecondary unduplicated students receiving awards (certificate of one year or more, AA, BA, MA, and PhD, professional) during the academic year (Summer-Fall-Spring)(PBFM).~~
Benchmark: ~~TBD (2yr institutions/4yr institutions)~~

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- Number of Bridge programs ~~in the technical colleges~~.
Benchmark: ~~610~~
- Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).
Benchmark: ~~52,500~~ 45,000
- ~~Percentage of first-year part-time freshmen returning for second year.~~
2-year Institution Benchmark: ~~50%~~
4-year Institution Benchmark: ~~50%~~

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.

Performance Measures:

- Number of degrees conferred in STEM fields- ~~(CCA/IPEDS Definition of STEM fields)~~.
Benchmark: 2,177 degrees
- Percentage of students participating in internships.
Benchmark: 30%
- Percentage of students participating in undergraduate research.
Benchmark: 30%
- Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.
Benchmark: 8 graduates at any one time
- Percentage of Boise Family Medicine Residency graduates practicing in Idaho.
Benchmark: 60%

- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
Benchmark: 50%
- ~~Percentage of WICHE Professional Student Exchange Program graduates practicing in Idaho.~~
~~**Benchmark:** 50%~~

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 expenditures~~ from competitive Federally funded grants
Benchmark: \$112M
- Institution ~~funding expenditures~~ from competitive industry funded grants
Benchmark: \$7.2M
- ~~Number of sponsored projects involving the private sector.~~
~~**Benchmark:** 10% increase~~
- ~~Total amount of research expenditures~~
~~**Benchmark:** 20% increase~~
- ~~Percent of students meeting college readiness benchmark on college entrance exam (ACT/SAT) in Mathematics and Science.~~
~~**Benchmark:** TBD~~

~~**Objective B: Innovation and Creativity** – Educate students who will contribute creative and innovative ideas to enhance society.~~

~~**Performance Measures:**~~

~~**Objective GB: Quality Instruction** – Increase student performance through the development, 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, broken out by subject area.
Benchmark: 100% for both 5th and 10th Grade students ~~in~~, broken out by subject area (Reading, Language Arts, Mathematics, Language, and Science subject areas.)
- Average composite ACT college placement score of graduating secondary students.
Benchmark: ACT - 24.0

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

SAT - 1650

- Percent of elementary and secondary schools ~~meeting adequate yearly progress (AYP) in each of Reading, Mathematics, and Language subject areas rated as four star schools or above.~~

Benchmark: 100%

- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.

Benchmark: 90%

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.

Performance Measures:

- Cost per successfully completed weighted student credit hour ~~to deliver undergraduate instruction at 4-year institutions.(PBFM)~~

Benchmark: ~~Less than or equal to their peer group average~~TBD

- Average net cost to attend public 4 year institution.

- **Benchmark:** TBD

- Average number of credits earned at completion of a degree program.

Benchmark: Associates - ~~60~~70

Transfer Students: TBD 70

Benchmark: Bachelors – ~~140~~130

Transfer Student: TBD 130

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55%

Benchmark: 4 year – less than 20%

- Institutional reserves comparable to best practice.

Benchmark: A minimum target reserve of 5% of operating expenditures.

- Amount of funds saved through institution collaboration.

Benchmark: TBD

Objective B: Data-~~driven~~informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.

Benchmark: Completed by 2015.

Phase Two completed by June 30, 2013

Phase Three completed by June 30, 2014

Phase Four completed by June 30, 2015

- Implementation of Data Quality Campaign “Actions Met” items:
Benchmark: Operationalized 100% by 2015

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.

Benchmark: 10

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013**



**IDAHO STATE BOARD OF EDUCATION
2013-2017
Strategic Plan**

An Idaho Education: High Potential – High Achievement



VISION

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Benchmark: 10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.
Benchmark: 95%
- Percent of high school graduates who enroll in postsecondary institution within 12 months of graduation
Benchmark:-80%
- Percentage of first-year-freshmen returning for second year in an Idaho public institution.
2-year Institution Benchmark:-75%
4-year Institution Benchmark:-85%

- Percent of Idahoans (ages 25-34) who have a college degree or certificate of one academic year or more.
Benchmark: 60% by 2020
- ~~Number~~ Percent increase of postsecondary unduplicated students receiving awards (certificate of one year or more, AA, BA, MA, and PhD, professional) during the academic year (Summer-Fall-Spring)(PBFM).
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- Number of Bridge programs in the technical colleges.
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- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
Benchmark: ACT - 24.0
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- Percent of elementary and secondary schools rated as four star schools or above.
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- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
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Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Performance Measures:

- Cost per successfully completed weighted student credit hour (PBFM)
Benchmark: TBD
- Average net cost to attend public 4 year institution.
- **Benchmark:** TBD

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2013

- Average number of credits earned at completion of a degree program.
Benchmark: Associates - 70
Transfer Students: 70
Benchmark: Bachelors – 130
Transfer Student: 130
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
Benchmark: 2 year – less than 55%
Benchmark: 4 year – less than 20%
- Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures.
- Amount of funds saved through institution collaboration.
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Phase Four completed by June 30, 2015

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

SUBJECT

Alcohol Permits - Issued 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 December 2012 Board meeting. Since that meeting, Board staff has received fifty-six (56) permits from Boise State University, nine (9) permits from Idaho State University, and six (6) permits from the University of Idaho.

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

ATTACHMENTS

Attachment 1 - 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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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2012 – February 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Exec MBA-Open House	SSC	X		01/23/13 02/20/13
President's Office-Idaho Legislature Dinner	SSC	X		02/04/2013
President's Office-Arts & Humanities Lecture Series	SUB	X		02/14/13
President's Office-State Board Dinner	SSC	X		02/20/13
BSU Athletics-Bronco Primetime	SSC	X		02/21/13
Cirque Dreams Holidaze	Morrison Center		X	11/20/12
Stadium Party-Bronco Chapter, Ducks Unlimited	Stueckle Sky Center (SSC)		X	11/29/12
EnerNOC-Employee Holiday Party	SSC		X	11/29/12
Disney on Ice	Taco Bell Arena		X	11/29/12, 11/30/12, 12/01/12(3) 12/02/12
ID State Police Assoc. Christmas Party	SSC		X	12/01/12
Osher Institute Winter Celebration	Yanke Research Park		X	12/2/12 12/4/12
KeyBank Farewell Party for Leadership	COBE		X	12/07/12
ID AGC Dinner Gala & Auction	SSC		X	12/07/12
Idaho Timber Christmas Party	SSC		X	12/07/12
Western Aircraft Year-End Party	SSC		X	12/08/12
Boise Valley Economic Partnership Annual Member Reception	SSC		X	12/11/12
The Terraces of Boise Annual Holiday Luncheon	SSC		X	12/11/12
CWI-Culinary Arts-Formal Dinner Practical 225	CWI – Culinary Building		X	12/15/12
Boise Philharmonic-Handel's Messiah	Morrison Center		X	12/15/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Popovich Comedy Pet Theater/Family Prog. Circus	Morrison Center		X	12/16/12
Football Coaches Club-BAA Members Holiday Party	SSC		X	12/17/12
Pacific Woodtech-Mike St. John Memorial	SSC		X	12/18/12
Moreton & Co. Christmas Party	SSC		X	12/20/12
Ballet Idaho-Post Ballet Reception	Morrison Center		X	12/21/12 02/08/13
The Nutcracker / Ballet	Morrison Center		X	12/21/12 12/22/12(2) 12/23/12(2)
College of Bus. & Econ.-Kirk Smith Silver Medallion Luncheon	Student Union Building (SUB)		X	12/21/12
Florence Harden Wedding	SSC		X	12/29/12
Otter for Idaho-Governor's Ball	SSC		X	01/05/13
Society of Exploration Geophysicists-AGU Cryosphere Workshop	SUB		X	01/06/13
Little-Morris, LLP-Office Party	SSC		X	01/11/13
McAlvain Co.-Winter Holiday Party	Cavin Williams		X	01/12/13
Rock of Ages / Broadway	Morrison Center		X	01/12/13(2) 01/13/13
Great Basin Consortium -Conference 2013	SUB		X	01/14/13
U.S. Bank-Investment Strategy Outlook	SSC		X	01/17/13
Boise Metro Chamber of Commerce-Leadership Social	BSU Radio		X	01/17/13
Ferguson Wellman Capital Mgmt-2013 Investment Outlook	SSC		X	01/22/13
Idaho Dance Theatre-Winter Performance	SPEC		X	01/25/13 01/26/13
Boise Fire Dept.-Annual Awards Banquet	SSC		X	01/25/13
Boise Philharmonic-Post Philharmonic Reception	Morrison Center		X	01/26/13 02/23/13
Boise Philharmonic-The Ring Without Words Concert	Morrison Center		X	01/26/13

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Conservation League-40 th Anniversary Celebration	SSC		X	01/26/13
Truong Ha Wedding Reception	SSC		X	01/27/13
Tracy Freeman/ Hewlett-Packard Co.-DO Session Mtg Reception	SSC		X	01/29/13
Assoc. of Corporate Counsel-Idaho Awards Gala	SSC		X	01/31/13
YMCA-2013 Strong Kids Campaign Kickoff Celebration	SUB		X	01/31/13
Square Peg Concerts-Reckless Kelly	Morrison Center		X	02/01/13
Catholic Charities of Idaho-Loaves & Fishes Gala & Roast	SSC		X	02/02/13
Don Quixote & Carmen / Ballet	Morrison Center		X	02/08/13 02/09/13
Givens Pursley-Annual Meeting	SSC		X	02/09/13
Nestle PowerBar-Winter Celebration	SSC		X	02/09/13
Trey McIntyre Project-Spring Performance Ballet	Morrison Center		X	02/16/13(2)
Frank Church Institute-Frank & Bethine Church Award Dinner	SSC		X	02/17/13
Carrie Underwood Concert	Taco Bell Arena		X	02/17/13
Icon Concerts-Gabriel Iglesias / Comedy	Morrison Center		X	02/21/13
Boise Philharmonic-Beethoven Symphony / Concert	Morrison Center		X	02/23/13 02/24/13
SNIP, INC-Spay Getti/Dinner Auction Fundraiser	SUB		X	02/24/13

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2012 – March 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Arts & Letters – Holiday Party	Rendezvous Suites	X		12/14/12
Alumni Relations – Christmas Party	Alumni House	X		12/20/12
Bengal Athletic Boosters-Kirkpatrick Award Reception	Holt Arena / Bennion Room	X		01/17/13
University Honors Program – Fundraiser	SPAC-Rotunda	X		03/02/13
ISU Provost & VP for Acad. Affairs-Accred. Workshop-Middaugh	SPAC-Rotunda	X		03/12/13
ISU President-ID Business Leader of the Year	SPAC	X		03/21/13
ISU College Democrats & Bannock County Democratic Party – Inauguration 2013	Stephens Performing Arts Center (SPAC)		X	01/21/13
Portneuf Medical Center-Winterfest	SPAC		X	01/25/13
Valorie Watkins – Tribute to Vicky Mainzer	SPAC		X	02/05/13

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 21, 2012**

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO December 2012 – April 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
CBE Faculty- Retreat Reception	ALB, 1 st Floor Gallery	X		01/07/13
EMBA Marketing- Business After Hours- Chamber of Commerce Reception	CBE Board Room JA Albertson Building	X		01/17/13
Interdisciplinary Research Receptions	Commons Clearwater / Whitewater Room	X		01/18/13 02/15/13 03/29/13 04/26/13
Donor Recognition Dinner	President's Residence	X		02/01/13
Graue Scholars Reception	JA Albertson Building	X		02/28/13
Jingle Jangle Cyclocross Bicycle Race	U of I, Sandpoint		X	12/22/12

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
February 21, 2013

TAB	DESCRIPTION	ACTION
1	WAIVER OF BOARD POLICY III.Q. ADMISSION STANDARDS	Approval Item
2	IDAHO STATE UNIVERSITY – EXPANSION OF MASTER OF PHYSICIAN ASSISTANT PROGRAM	Approval Item
3	IDAHO STATE UNIVERSITY – DOCTOR OF NURSING PRACTICE	Approval Item
4	BOISE STATE UNIVERSITY – DOCTORATE OF NURSING PRACTICE	Approval Item
5	BOISE STATE UNIVERSITY – ADULT-GERONTOLOGY NURSE PRACTITIONER PROGRAM A. MASTER OF ADULT-GERONTOLOGY NURSE PRACTITIONER B. GRADUATE CERTIFICATE IN ADULT-GERONTOLOGY NURSE PRACTITIONER-ACUTE CARE C. GRADUATE CERTIFICATE IN ADULT-GERONTOLOGY NURSE PRACTITIONER-PRIMARY CARE	Approval Item

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

SUBJECT

Waiver of Board Policy III.Q.4.c, Placement in Entry-Level College Courses

REFERENCE

December 2008	Information Item Presented to Board on the Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102).
December 2010	Waiver of Board Policy III.Q.4.C., for placement in entry-level college English courses to permit pilots to establish alternative placement mechanisms for English.

APPLICABLE POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND/DISCUSSION

Board Policy III.Q., Admission Standards provides coverage for both admission and lower division course placement at the public institutions. In June 2008, the Council on Academic Affairs and Programs (CAAP) was presented with a proposal on behalf of the English Department Chairs and Writing Program Administrators to form a task force that would explore alternatives or new methods for more accurately placing students in first-year writing courses. CAAP supported the establishment of an English Placement task force, developed a charge with deliverables and timeline. Over the course of two years, the task force reviewed best practices to establish a common framework to be used in developing alternative placement mechanisms.

Institutions implemented pilot programs to determine the effectiveness of the alternative placement options. The results concluded that additional placement measures, and oftentimes different than current policy or historical practice, led to a positive initial experience in college during a critical transition period, and that institutions and students managed resources more efficiently. In September 2010 the English Placement Taskforce presented CAAP with the follow recommendations:

- Continued institutional commitment to the collaboratively-developed Framework for Writing Placement
- Amending language to Board Policy III.Q., Admission Standards to distinguish between admission and placement
- Reviewing the current placement chart for first-year writing in Board Policy III.Q., and place differently within the policy
- Evaluating how to award students college credit for course work actually taken

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

In December 2010 staff was aware that beyond the English Placement Taskforce Recommendations, further revisions to Board Policy III.Q. were necessary. At that time, staff and CAAP requested the board waive the criteria contained in policy III.Q.4.c. for placement in entry-level college courses to permit the alternative placement mechanisms for English and that said waiver would expire in the Fall of 2012.

In August of 2010 the Board also set their 60% Completion goal and in December 2011 approved the first draft of the Complete College Idaho (CCI) Plan and requested staff seek feedback and buy-in for the draft plan from stakeholders throughout the state. In June 2012, the Board approved the CCI plan and the following five key strategies: Strengthen the Pipeline, Transform Remediation, Structure for Success, Reward Progress & Completion, and Leverage Partnerships.

Two of the strategies are directly connected to Board Policy III.Q. and associated placement requirements: Transform Remediation and Structure for Success (which includes general education core reform). The Chief Academic Officer and CAAP established two statewide taskforces, the State General Education Reform Taskforce and the State Transforming Remediation Taskforce, to develop recommendations that will be brought to the Board for their review and approval. The State General Education Reform Taskforce will be reviewing communications, math and English discipline recommendations regarding courses that should make up the general education core in their discipline, basic skill competencies for those courses and essential learning outcomes. These disciplines will extend to the humanities and physical life, and social sciences in the next phases of this work. The State General Education Reform Taskforce will then take this information and make recommendations to CAAP and then Instructions, Research, and Student Affairs (IRSA) Committee and ultimately recommendations to the full Board for their approval. The math and English discipline recommendations will provide the necessary contextual framework for the State Remediation taskforce to identify the most appropriate assessment and placement requirements.

Two subgroups of the State Transforming Remediation Taskforce have been created, Assessment & Placement and Delivery Models. These groups will come together in late April to review state and national data, and best practice models, and make recommendations on the appropriate framework for assessment and placement and implementation of the three Board identified delivery models.

Significant foundational work to revise assessment and placement practice and delivery of remediation education is already underway on most campuses and they are seeing increased student success because of that. In order to support the work of the Complete College Idaho plan and one of our key strategies to transform remediation, Board approval to waive policy section III.Q.4.c. is necessary.

IMPACT

The problems with remediation start before a student ever enrolls in a remedial course. It begins with the current placement and assessment requirements and practice, and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across our state institutions, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level. One key strategy in the CCI plan, Transform Remediation, seeks to address both the poor assessment and placement practices, as well as the delivery models that serve students.

It is anticipated that the State Transforming Remediation Taskforce and appropriate subgroups will meet for a summit in late April and work through the fall to develop recommendations that will come before the Board in December 2013 or February 2014. The goal is that the new assessment and placement requirements would impact the Fall 2014 applicants.

ATTACHMENTS

Attachment 1 – Board Policy III.Q., Admission Standards

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The work done by the English Placement Taskforce in 2010 included the seven public institutions, whereby they sought to analyze and design a common framework for placement in entry-level English courses. Because of budget cuts and institution and Board staff turnover, the entirety of this work was not realized. The request to temporarily waive policy III.Q.4.c. ensures the institutions governed under the Board are in compliance with policy; while also enabling them to meet the goals of Complete College Idaho and Transforming Remediation. This temporary waiver will allow staff time to work with CAAP and the State Transforming Remediation Taskforce to ensure that there is a consistent model for placing students, which is transparent for students and counselors, and to ensure that policy is in alignment with the Board's strategic plan, 60% statewide completion goal, and the Complete College Idaho Plan.

Part of this waiver requirement should include the notification to the Chief Academic Officer and CAAP of the institutions' assessment and placement practices to ensure alignment with the Transforming Remediation strategy and supporting initiatives.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

BOARD ACTION

I move to extend the waiver of the criteria in Board policy III.Q.4.c for placement in entry-level college courses to permit alternative placement mechanisms that are in alignment with the Complete College Idaho plan until the beginning of Fall 2014. All alternative placement mechanisms shall be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Coverage

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high

school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>

Subject Area	Minimum Requirement	Select from These Subject Areas
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary

		<p>humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

- c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

In all cases, one credit is defined as a course taken with a minimum of 70 hours of classroom instruction.

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

Each high school in Idaho has a list of approved courses, which count toward college/university admission.

5. Academic College and University Conditional Admission

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.

(1) A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.

(2) Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.

(3) Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

- c. If admitted, the student must enroll with conditional standing and is subject to the institutional grade retention/probation/dismissal policies; excepting that a student with conditional standing may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Accelerated Learning Program Students

Those secondary students who wish to be admitted under the Accelerated Learning Program (e.g., dual enrollment, Tech Prep, etc.) must follow the procedures outlined in the Board's Policy on Accelerated Learning Programs. See Section III, Subsection Y.

7. Transfer Admission

- a. Effective fall semester 1989, a degree-seeking student with fourteen (14) or more semester hours of transferable baccalaureate-level credit from another college or university and a cumulative GPA of 2.00 or higher may be admitted. A student not meeting this requirement may petition the institutional director of admissions. If admitted, the student must enroll on probation, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a 2.00 GPA or higher, or be dismissed.
- b. The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

- a. monitoring institutional compliance with the admission standards;
- b. conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and
- c. providing information as necessary and appropriate from the college and

universities to the secondary schools and community colleges on the academic performance of former students.

9. Technical Education Admissions

a. Open Enrollment.

Idaho's postsecondary institutions that deliver professional-technical education practice open enrollment in the technical programs. Anyone who needs education services that can be provided by the institution is allowed to enter the system at some level.

b. Admission Standards

Regular or *Conditional* admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs.

c. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a professional-technical program of choice. Placement score requirements vary according to the program.

d. Professional-Technical Educational System

The professional-technical programs are offered at the following locations:

Region I Coeur d'Alene, North Idaho College
 Region II Lewiston, Lewis-Clark State College
 Region III Boise, Boise State University
 Region IV Twin Falls, College of Southern Idaho
 Region V Pocatello, Idaho State University
 Region VI Idaho Falls, Eastern Idaho Technical College

e. Purposes

(1) Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

(2) Emphasize that professional-technical courses in high school, including tech

prep and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.

- (3) Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- (4) Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

f. Professional Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses shown in shaded areas. Placement in a specific professional-technical program is based on the capacity of the program and placement requirements established by the technical college/program.

(1) Standards for high school graduates of 1997 and thereafter

- (a) High School diploma with a minimum 2.0 GPA¹; and,
- (b) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,
- (c) Satisfactory completion of high school coursework that includes at least the following:
 - (i) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades

¹An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)

- (ii) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
- (iii) *English -- 8 credits.* Applied English in the Workplace may be counted for English credit.
- (iv) *Other --* Professional-technical courses, including Tech Prep sequences and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

(2) Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete:

- (a) High School diploma with a minimum 2.0 GPA
- or -
- (b) General Educational Development (GED) certificate³
- and -
- (c) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional admission. Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the professional-technical program for which regular admission status is desired, and to demonstrate competence with respect to that

³Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

program through methods and procedures established by the technical college. Students desiring *Conditional Admission* must complete:

- a. High School diploma or GED certificate³
- and -
- b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

11. Professional Technical Early Admission

High school Tech Prep students may also be admitted as non-degree seeking beginning in the 11th grade. Diploma and placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

12. Professional Technical Placement Criteria: Procedures for Placement into Specific Professional Technical Programs

In addition to the requirements for admission to a technical program, students need to be aware that specific professional technical programs require different levels of competency in English, science and mathematics. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.
- b. Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Proposal to expand the Physician Assistant Program to the College of Idaho campus

REFERENCE

June 2012 Board approved the MOU

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) is proposing to expand their existing Physician Assistant (PA) Program to a third campus at the College of Idaho (C of I) in Caldwell. For accreditation purposes, ISU will remain the lead sponsoring institution. ISU and the C of I formalized their partnership in a Memorandum of Understanding (MOU), which was presented to and approved by the Board on June 21, 2012. ISU and C of I will collaborate on the program in a manner that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. There are 88 credits hours required for completion of the program to include completion of capstone courses and graduate project.

ISU's PA program currently exists on ISU's Pocatello and Meridian campuses and serves a total of 60 students per class. The PA program receives 500 applications per year for 60 seats. By expanding the distance delivery currently used by ISU's PA program to the C of I campus, the program will initially increase by 10 seats with a maximum of 30 seats. The PA Program expects the current application pool which is recruited from State, regional and national areas to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I and the ISU department of Physician Assistant Studies will lead to substantive joint marketing opportunities.

The program will be delivered by 100% synchronous video conferencing between each campus (Pocatello, Meridian, and Caldwell campuses). The C of I will provide Ph.D. faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the program and access to the C of I cadaver as needed per MOU. ISU will provide program administration and oversight; access to the Meridian Simulation Lab and the Anatomy & Physiology Lab. All PA faculty and administration required to provide instruction in core classes for the program, except those in the areas of Human Anatomy & Physiology, will be delivered via distance delivery from C of I as needed.

IMPACT

Midlevel practitioners, like physician assistants and nurse practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid requiring more health care providers to be available to provide the care. Graduates of ISU programs will be prime candidates to be hired by existing health care organizations to provide the additional services at economically efficient cost.

The C of I will incur start-up costs of \$1 million associated with the program and will provide ongoing contribution for faculty and staff expenditures. This includes offices, computers, classroom, mock patient labs, and distance learning equipment. C of I students will pay tuition rate to be determined by C of I but not less than ISU PA program resident tuition/fees. ISU will collect all student fees and tuition. ISU will retain the amount of the non-resident program student fees per student (presently \$19,821/student/year or \$6,607/student/semester), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation. Each semester ISU will remit to C of I by a date mutually agreed upon, the net amount of tuition and fees minus the ISU non-resident program student fees and overhead fees.

ATTACHMENTS

Attachment 1 – Proposal for MPAS expansion	Page 5
Attachment 2 – Memorandum of Agreement between ISU and C of I	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) was approached by the College of Idaho (C of I) to offer ISU's existing Physician Assistant Program to C of I students. As provided in the MOU, C of I students in the program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially recorded by ISU. While enrollment and degree verifications as well as official transcripts will be issued by ISU, a joint diploma certificate with both institutions' names on it will be issued to C of I students.

Consistent with the MOU between ISU and the C of I, C of I will offer the Anatomy and Physiology courses for PA students from the Caldwell campus. ISU has informed staff that once a cadaver lab is available at the ISU Meridian Health Science Center, those courses may originate from the Meridian campus. This shift would require an amendment to the MOU, which ISU has indicated they will pursue once that has taken place.

ISU's request to expand their existing Physician Assistant Program is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region. Pursuant to III.Z, ISU has the Statewide Program Responsibility for Physician Assistant.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the request by Idaho State University to expand their existing Physician Assistant Program to the College of Idaho, Caldwell campus.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	5/21/2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Division of Health, Office of Medical & Oral Health
Name of Department(s) or Area(s):	Physician Assistant Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	ISU Physician Assistant Program		
Degree:	MPAS		
Method of Delivery:	Face to face and DL		
CIP code (consult IR /Registrar)	51.0912		
Proposed Starting Date:	August 2014		
Indicate if the program is:	Regional Responsibility	x	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|--|
| <input type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input checked="" type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

[Signature] 8/20/12
College Dean (Institution) Date

n/a
Vice President for Research (as applicable) Date

[Signature] 10/4/12
Graduate Dean (as applicable) Date

[Signature] 1/22/13
Academic Affairs Program Manager Date

[Signature] 11/10/12
Chief Fiscal Officer (Institution) Date

[Signature]
Chief Academic Officer, OSBE Date

[Signature] 11/9/12
Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

[Signature] 11/13/12
President Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Idaho State University (ISU) Physician Assistant Program currently exists on two campuses, Pocatello and Meridian, and serves a total of 60 students per class. We are proposing to expand the existing PA program to a third campus at the College of Idaho (C of I), Caldwell. For accreditation purposes, ISU will remain the lead sponsoring institution. ISU and C of I have agreed to collaborate on the program in a manner that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. A Memorandum of Understanding outlines each institution's responsibilities associated with the Program expansion.

By expanding the distance learning technology currently used at ISU's PA Program to the Cof I campus, the program will initially increase by 10 seats with a maximum of 30 seats. The PA Program expects the current application pool, which is recruited from state, regional and national areas, to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I campus and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities.

It is proposed that C of I offer the Anatomy and Physiology courses for PA students from the Caldwell campus. Once a cadaver lab is available at the ISU Meridian Health Science Center, those courses may originate from the Meridian campus.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The following are the learning outcome objectives of the ISU PA Program:

Graduates of the ISU PA Program will, using appropriate evidence-based principles, achieve the following objectives:

1. History: Elicit an appropriate complete, interval or acute history from any patient in any setting.
2. Physical Examination: Perform a complete and focused physical examination on a patient of any age, gender, or condition in any setting.
3. Diagnostic Studies: Identify, order, perform and interpret, costeffective, diagnostic procedures, based on history and physical examination findings, and assist the physician with other diagnostic procedures as directed.
4. Clinical Knowledge: Explain the etiology, diagnosis, and management options of health problems within the scope of PA practice.
5. Differential Diagnosis: Develop an evidence-based differential diagnosis and diagnostic

March 16, 2012

Page 2

impression considering the subjective and objective data obtained.

6. Therapeutics: Identify, perform, and order cost effective pharmacologic and non-pharmacologic therapeutic modalities and assist the physician with other therapeutic modalities.

7. Health Promotion/Disease Prevention: Recognize, develop and implement effective strategies for incorporating health promotion/disease prevention into clinical practice.

8. Emergency Skills: Recognize and manage life-threatening conditions jointly with, and in the absence of, the physician.

9. Communication/Patient Education: Be able to collaborate and effectively communicate in a medically professional manner, both orally and in writing, to the patient, the family, and with other health professionals.

10. Research: Apply evidence-based medical research methodologies to clinical practice.

11. Cultural Competence: Demonstrate an understanding that cultural dimensions of health and illness are essential to effective patient care.

12. Ethics: Act consistently with the American Academy of Physician Assistant's (AAPA) Code of Ethics of the PA Profession

To become certified PAs, graduates must pass the Physician Assistant National Certifying Exam (PANCE) as administered by the National Commission on Certification of Physician Assistants (NCCPA). The curriculum of the ISU PA Program is designed to meet the above outcome objectives and prepare its graduates to successfully complete the PANCE.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The ISU PA Program ensures quality by maintaining 1) national accreditation by meeting or exceeding all *Standards* established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); 2) continuous programmatic review and evaluation with yearly published self-studies; 3) financial self-sufficiency; and 3) a robust high quality applicant pool.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

N/A

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required:	88
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	88

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The ISU PA Program has a series of three Capstone Assessment courses: Capstone Assessment I, II, III (PAS 6671, PAS6672, PAS6673). Through completion of this series of three capstone students will demonstrate comprehensive attainment of program objectives. In PAS6671, students are required to pass a series of multiple- objective examinations whose topics correlate with their clinical rotations and also complete a series of Masters Project case study preparation activities. In PAS672, students are required to pass additional series of multiple objective examinations whose topics correlate with their clinical rotations, and also present and defend their Master's Project before a graduate examining committee. In PAS673, students are required to pass the remaining tests in the series of multiple objective examinations; take a national standardized test designed to assess student's ability to pass the national boards; and pass a summative evaluation. The accrediting body requires that the program conduct and document a *summative evaluation* of each student within the final four months of the program to verify that each student is prepared to enter clinical practice. *The summative evaluation* measures if the learner has the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	NA		
CSI	NA		
CWI	NA		
EITC	NA		
ISU	MPAS	none	none
LCSC	NA		
NIC	NA		
UI	NA		

March 16, 2012

Page 4

- 8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The ISU PA Program receives 500 applications per year for 60 available seats.

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three-year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU	120	120	110	60	60	49	99.4%
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

- 10. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No, it will not reduce enrollments in other programs

- 11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

March 16, 2012

Page 5

	Year 1	Year 2	Year 3
Local (Regional)	unavailable	unavailable	unavailable
State	32	33	35
Nation	2,470	2,470	2,470

Data retrieved from <http://www2.labor.idaho.gov> and <http://www.bls.gov/ooh/healthcare/physician-assistants.htm>

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Idaho Department of Labor predicts a 41.6% growth in the profession from 2008-2018, so a 4% average growth per year was applied to a base of 32 openings cited by the Department of Labor. Data retrieved from <http://www2.labor.idaho.gov>.

United State Department of labor predicts the employment of physician assistants to increase 30 percent from 2010 to 2020. They also estimate that there will be change in the profession by 24,700 jobs between 2010 - 2020. In determining the number of job openings, the total number of jobs for 10 years was divided by 10 and that quantity utilized for the national workload need (2,470).

- b. Data derived from <http://www.bls.gov/ooh/healthcare/physician-assistants.htm>.
- c. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is a key industry in the state of Idaho. The more health care providers available in the state, the more services can be provided to Idaho residents. "Midlevel" practitioners, like physician assistants will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid requiring more health care providers to be available to provide the care. Graduates of our program will be prime candidates to be hired by existing health care organizations to provide the additional services at economically efficient cost.

- d. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The American Academy of Physician Assistants/Physician Assistant Education Association "Joint Task Force on the Future of the PA Workforce" concluded that PAs can help to meet the predicted US unmet healthcare needs "only if the profession is able to substantially increase the number of graduates over the next 10 years." The three main factors predicted to create a crisis in the United States healthcare system by 2020 are: 1) The projected physician shortage; 2) Aging population, (the proportion of the population over age 65 will increase to nearly 20% by 2030); and 3.) the implementation of the Affordable Care Act (ACA) of 2010.

A recent analysis of a (?) supply and demand study of physician assistants concluded the "combined current production of PAs of Utah and Idaho will not likely meet projected

March 16, 2012

Page 6

demand for PA demands in Utah alone, much less Idaho or the region." Specifically, Idaho Department Labor trends are predicting a 41.6% growth of the profession from 2008-2018. These predictions were written prior to passing of the Affordable Care Act of 2010. Finally, *Money Magazine* in 2010 ranked Physician Assistant as the number two for the best jobs in America. <http://money.cnn.com/magazines/moneymag/bestjobs/2010/index.html> Of the top 50 jobs listed, it listed number three in the predicted 10-year job growth, with a prediction of 39%.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

100% synchronous Video conferencing between each campus: Pocatello, Meridian and Caldwell campuses.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

The request is consistent with the State Board of Education's role and mission in that this program will provide additional primary care mid-level practitioners for employment in rural settings throughout Idaho, thereby benefiting those living in these areas. Additionally, the expanded PA Program is consistent with the Board's Five Year Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement

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. (www.boardofed.idaho.gov/policies/documents/strategic_plan/sboe.pdf)

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
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.	The proposed Program expansion will achieve this goal by increasing the number of Physician Assistants graduates available to practice medicine throughout the state and region.
Goal 5: Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world. Subgoal 2 Enhance partnerships with other institutions of higher education throughout the state and region.	The proposed PA Program expansion is in partnership with College of Idaho and fits with ISU's vision of creating strategic partnerships with other institutions.
Goal 5, Subgoal 5: Develop and refine academic programming and research that advances our institutional mission as it evolves to meet changing needs across the state, region, nation, and world.	Nationally, it is projected that there will be a health care shortage across all disciplines by the year 2020. The proposed plan to expand the PA Program will help to meet the expected shortages of Physician Assistants.

March 16, 2012

Page 7

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The PA Program expects the current application pool which is recruited from state, regional and national areas to be sufficient to fill a third campus. Additionally, the combined academic reputations of the College of Idaho and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities. One primary place where students learn about PA Programs is through the Central Application Service for Physician Assistant (CASPA). Marketing will also be done through the existing ISU PA website, located at www.isu.edu/paprog

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

NA

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, reassignments).

a. Personnel Costs

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.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Assistant Professor DY	76,000	1.0	624	12
Assistant professor CY	76,000	1.0	432	12
Associate Director	48000	.5		
Financial Technician	23400	1.0		
Medical Director	10000	.1		

March 16, 2012

Page 8

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
College of Idaho Anatomy & Physiology	76,000	1.0	576
College of Idaho Video Instruction Manager	31,740	1.0	
College of Idaho Administrative Assistant	28,787	1.0	

In addition to College of Idaho's ongoing contribution for Faculty and Staff Expenditures, College of Idaho will incur start-up costs (approximately \$1 million) which are not reflected in the budget for ISU.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Faculty and staff will travel between multiple campuses. Funds are also included for faculty and staff professional development. Communication expenses include costs for phones, fax and postage. Materials and supplies include expenses such as Accreditation Review Commission on Education for the Physician Assistant ARC-PA fees, professional memberships, conference registrations, ExamMaster subscription, background checks, medical and laboratory supplies, live patient models and printing expenses.

c. Capital Outlay

(1) Library resources

- Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- For off-campus programs, clearly indicate how the library resources are to be provided.

PA students rely on online library resources. Annual surveys of graduating students indicate the students do not use the traditional library resources. The PA program does have \$5000 budgeted each Fiscal year to support the Health Sciences Library with applicable materials.

(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 attached document, "College of Idaho Start-Up Cost Estimate," was provided to the College of Idaho by Idaho State University. College of Idaho will provide the initial start-up

March 16, 2012

Page 9

capital for offices, computers, classroom, mock patient labs, and distance learning equipment.

d. 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?

This program is supported by Non-Appropriated Funds.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

- (4) 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?

This is an ongoing partnership with College of Idaho effective indefinitely.

- (5) Provide estimated fees for any proposed professional or self-support program.

The budget is based on FY13 ISU Tuition and Fees. Students in the Degree Program attending at C of I will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees. ISU will collect all student fees and tuition.

Tuition and Fees:

- a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.
- b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently \$19,821/student/year [or \$6,607/student/semester]), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation.
- c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

**College of Idaho Start-Up Cost Estimate
January 2012**

Item	Quantity	Each	Total
Classroom			
Desks	15	300	4500
Chairs	30	130	3900
Podium	1	1000	1000
Screens	3	200	600
Projectors & Mounts	3	1400	4200
Flat Screen TV	3	2000	6000
Computer	1	1500	1500
Speakers	4	400	1600
Overhead Mics	4	1500	6000
Wireless Mic	1	400	400
Sympodium	1	2900	2900
Cameras	3	1200	3600
Cables	*		500
			36700

Exam Space			
Beds	6	500	3000
Wall Units (Otoscope, ect.)	6	1500	9000
Curtains	6	1000	6000
One Time Medical Equipment	*		15000
Yearly Medical Supplies	*		15000
Training Mannequins	*		20000
Cast Saw	1	800	800
EKG Machine	1	1500	1500
Defibrillator	1	1500	1500
Mics	1	1500	1500
Stools	6	150	900
Flat Screen TV	1	2000	2000
Speakers	2	400	800
Overhead Mics	1	500	500
Cameras	1	1200	1200
Cables	*		150
			78850

Sim Man Lab			
SimMan	1	80000	80000
ER Bed	1	3000	3000

Crash Cart	1	2000	2000
Back Board	1	450	450
Flat Screen TV	1	2000	2000
Speakers	2	400	800
Overhead Mics	1	500	500
Cameras	1	1200	1200
Cables	*		150
			90100

Operator Booth

Monitor	2	200	400
Security Monitor	1	650	650
Biamp Unit	1	2300	2300
Video Switch	1	1100	1100
Camera Controls	1	500	500
Misc Switches	*		400
Tandberg Codec	1	23000	23000
Amplifiers	2	450	900
Speakers	2	50	100
VHS/DVD Recorder	1	150	150
Rack Mount	1	500	500
Computer & Software	1	1500	1500
Power Backup	1	300	300
			31800

Networking**Conference Room**

Tandberg Codec	1	9000	9000
Conference Phone	1	350	350
Mobile Mount	1	800	800
Conference Table	4	450	1800
Chairs	15	160	2400
Flat Screen TV	1	1500	1500
			15850

Group Study Rooms

Tables	4	450	1800
Chairs	24	100	2400
			4200

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	12	12	12	12	12	12	36	36
B. Shifting enrollments	0	0	12	12	12	12	24	24

II. REVENUE

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							\$0.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees	\$237,852.00		\$475,704.00		\$475,704.00		\$1,189,260.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	<u>\$237,852.00</u>	<u>\$0.00</u>	<u>\$475,704.00</u>	<u>\$0.00</u>	<u>\$475,704.00</u>	<u>\$0.00</u>	<u>\$1,189,260.00</u>	<u>\$0.00</u>

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

IRSA

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	3.6		3.6		3.6		10.80	0.00
2. Faculty	\$152,000.00		\$158,080.00		\$164,403.20		\$474,483.20	\$0.00
3. Administrators	58000		60320		62732.8		\$181,052.80	\$0.00
4. Adjunct Faculty							\$0.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	23400		24336		25309.44		\$73,045.44	\$0.00
8. Fringe Benefits	80603.33		82507.02		84486.87		\$247,597.22	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel and Costs	\$314,003.33	\$0.00	\$325,243.02	\$0.00	\$336,932.31	\$0.00	\$976,178.66	\$0.00

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$24,000.00		\$24,000.00		\$24,000.00		\$72,000.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications	\$3,000.00		\$3,000.00		\$3,000.00		\$9,000.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$34,000.00	\$241,650.00	\$40,000.00		\$42,000.00		\$116,000.00	\$241,650.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous							\$0.00	\$0.00
Total Operating Expenditures	\$61,000.00	\$241,650.00	\$67,000.00	\$0.00	\$69,000.00	\$0.00	\$197,000.00	\$241,650.00

\$241,650 C of I Contribution

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources							\$0.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	<u>\$375,003.33</u>	<u>\$241,650.00</u>	<u>\$392,243.02</u>	<u>\$0.00</u>	<u>\$405,932.31</u>	<u>\$0.00</u>	<u>\$1,173,178.66</u>	<u>\$241,650.00</u>
Net Income (Deficit)	<u>-\$137,151.33</u>	<u>-\$241,650.00</u>	<u>\$83,460.98</u>	<u>\$0.00</u>	<u>\$69,771.69</u>	<u>\$0.00</u>	<u>\$16,081.34</u>	<u>-\$241,650.00</u>

*THE PA PROGRAM IS 100% FUNDED USING NON-APPROPRIATED [LOCAL] FUNDS



**MEMORANDUM OF UNDERSTANDING
THE COLLEGE OF IDAHO/IDAHO STATE UNIVERSITY:
JOINT PROGRAM IN MPAS**

This Memorandum of Understanding ("MOU") is between The College of Idaho ("C of I"), located at 2112 Cleveland Boulevard., Caldwell, ID 83605, and Idaho State University ("ISU"), located at 921 South 8th Avenue, Pocatello, ID 83209 (hereinafter the "Parties").

ISU currently offers a Master's in Physician Assistant Studies ("MPAS") at two sites using distant learning technology. The Parties intend to work cooperatively to expand ISU's Master of Physician Assistant Studies Program to a third site, which will be on the C of I campus. The Parties agree to work to design and make available this third site by expanding the distance learning technology currently in use.

The Parties believe the public/private partnership associated with this joint degree program (the "Degree Program") approach is advantageous to both institutions and will help meet the growing demands of students and the health care demands of the region. Through cooperation, the Parties will avoid competition for scarce clinical placement sites. Moreover, C of I's strong connection to leadership in the medical and health care community will help to develop the clinical capacity needed not only for the expansion of the Degree Program but also for maintenance of existing clinical placements.

This MOU is intended to serve as an initial agreement between the Parties. Additional terms may be incorporated into a more detailed agreement by way of amendment, as agreed in writing between the Parties. This MOU and any amendments hereto, will become effective only upon approval by the required governing authorities, and signed by the Parties.

The Parties agree as follows:

- A. The College of Idaho will provide:
 - a. Appropriately equipped facilities at the C of I campus as determined in collaboration with ISU.
 - b. Payment of all expenses related to expansion and maintenance of the accreditation of C of I and ISU to include this Degree Program including expenses for ARC-PA accreditation.

- c. Access to C of I's extended network of physicians and medical professionals to provide expanded opportunities for the development of program preceptors.
- d. Provision of a Clinical Coordinator position to assist in expansion of clinical rotation sites during the time before the first students matriculate into the program.
- e. Staff needed to manage the technical and clerical portions of the program delivery.
- f. PhD faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the Degree Program and access to the C of I cadaver as needed.
- g. Joint appointment status for all PA faculty and non-classified staff.
- h. Salary expense for increasing the part-time Assistant Director in Meridian position to a full-time position. This person will report to the C of I Vice President for Academic Affairs and the ISU PA Program Director, and oversee all aspects of program development and implementation for the joint degree program. C of I will incur these salary expenses during the period of program development, up to one year before the first students matriculate.

B. Idaho State University will provide:

- a. Guidance on the requirements for the facilities to be used for the Degree Program on the C of I campus.
- b. Program administration and oversight.
- c. Assessment mechanisms and academic direction for the curriculum of the Degree Program.
- d. Access to the Meridian Simulation Lab and the Anatomy & Physiology Lab (when completed) for the students in the Degree Program.
- e. All PA faculty and administration required to provide instruction in core classes for the Degree Program, except those in the areas of Human Anatomy & Physiology. Human Anatomy & Physiology will be delivered via distance learning from C of I as needed.

- f. Access to the ISU-Pocatello Cadaver Lab when appropriate, which determination will be made by ISU.

C. Students:

- a. Students in the Degree Program will be enrolled via the ISU admissions system under the leadership of the PA and C of I administration. Students will select their preferred site for participation in the Degree Program.
- b. Students in the Degree Program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially and solely recorded by ISU. Enrollment and degree verifications as well as official transcripts will be issued by ISU.
- c. Students in the Degree Program will be issued a joint diploma certificate with both institutions' names on it. ISU and C of I registrars will collaborate in developing a process for accomplishing this.
- d. Students in the Degree Program seeking financial aid will apply for aid through the ISU Financial Aid Office. All scholarships issued to students in the Degree Program by C of I or any outside agency must be reported to the ISU Scholarship Office.
- e. Students in the Degree Program will have available to them services comparable to all other ISU students, such as health and mental health services.

D. Tuition and Fees:

- a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.
- b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently \$19,821/student/year [or \$6,607/student/semester]), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation. The annual fee adjustment consultation will be completed in time for the State Board of Education fee approval process in April of each year, and will be subject to Board approval.
- c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

E. Insurance and Indemnification:

The parties agree to provide liability, workers' compensation, and other customary and applicable insurance for their respective personnel and property in amounts required by their respective governing authorities, including, in the case of ISU, the minimum amounts required under the Idaho Tort Claims Act, and in the case of The College of Idaho, in amounts maintained by C of I for its current operations and programs and to hold harmless and indemnify each other to the extent any claim related to this MOU arises out of the negligence or alleged negligence or wrongful act of that party.

F. Term of MOU:

- a. This MOU, along with any amendments hereto, will be effective for an initial term of seven years from the date the first students are enrolled in the Degree Program and begin their studies at the C of I site. Terms of renewal, early termination, and penalties will be articulated in an amendment hereto to be mutually agreed upon by the parties, and to be appended hereto.

The College of Idaho

Idaho State University

By: Marvin Henberg
Marvin Henberg, Ph.D.
President

By: Arthur C. Vailas
Arthur C. Vailas, Ph.D.
President

Date: August 30, 2012

Date: August 30, 2012

Approved by the State Board of Education the ____ day of _____, 2012.

Approved by the Board of Trustees of The College of Idaho the ____ day of _____, 2012.

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Proposal for a New, Online Doctorate of Nursing Practice (DNP)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The School of Nursing in the Division of Health Sciences at Idaho State University (ISU) proposes to create a new online Doctor of Nursing Practice (DNP) graduate degree program and also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. The DNP is designed for nurses seeking a terminal degree in comprehensive clinical nursing practice, grounded in evidence-based practice within a changing health care system. Nursing is moving in the direction of other health care professions which offer practice doctorates.

ISU will transition their existing Master's degree to the DNP program to include the Family Nurse Practitioner (FNP) and the Adult/Geriatric Clinical Nurse Specialist (ACNS) options. Students must have earned a Bachelor of Science in Nursing in order to enter the DNP degree program options. ISU plans to additionally offer the DNP program options as a Post Master's (MS to DNP) entry in year three, with continuous annual enrollment of both BS and MS students thereafter. Students entering with a Master's degree will be required to complete fewer clinical hours in the DNP program as hours completed in an earned Master's degree can be applied to the Post Master's DNP degree requirements.

Graduates from the DNP program will achieve success in completion of the national credentialing examination specific to the option in which the student is enrolled and be employable as an Advanced Practice Registered Nurse (APRN). Campus intensives are designed to develop specific advanced practice skills and will be required in conjunction with clinical lab courses.

This program is intended to meet the national professional recommendation for moving the level of preparation necessary for advanced practice nursing roles from the Master's degree to the doctoral level by 2015. The program is also intended to address the anticipated changes in healthcare delivery systems with nurses able to work collaboratively with physicians and other health professionals in improving the nation's health (AACN).

St. Luke's Medical Center; North Idaho College, Health Professions and Nursing; Lewis-Clark State College, Health West, Pocatello have all indicated support for the proposed DNP program.

IMPACT

Midlevel practitioners, like physician assistants and nurse practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid, requiring more health care providers to be available to provide care. Graduates of our programs will be prime candidates to be hired by existing health care organizations to provide the additional services at an economical cost.

ISU indicated the proposed budget represents state appropriated funds reallocated from the School of Nursing. They also indicated that existing state appropriated funds will continue to be allocated to specific core faculty and additional faculty support will come from one existing open position in the School of Nursing for an Associate/Assistant Professor. Professional fees will be charged to students who enroll in the DNP program. The proposed professional fee will be \$1,828 per semester. This will create a source of revenue to cover costs such as funding adjunct and affiliate faculty, travel, etc. No additional administrative resources are needed for the program.

ATTACHMENTS

Attachment 1 – Doctorate of Nursing Practice Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) proposes to create a new online Doctor of Nursing Practice (DNP) with two options, Family Nurse Practitioner (FNP) and Adult-Geriatric Clinical Nurse Specialist (ACNS). The proposed curriculum includes identified core, courses in area of specialization (option specific), clinical course requirements, a DNP Scholarly Project, and electives for a total of 77 (FNP) and 75 (ACNS) credits.

ISU's projects enrollment projections for year three will include admitting 24 students per year with a continuous enrollment of 72 students to include full-time, part-time, and Post Master's entry levels.

Consistent with Board Policy III.G., ISU's proposed DNP program was reviewed by an external review panel consisting of Dr. Kathleen Bradshaw LaSala, University of Northern Colorado and Dr. Patricia M. Smyer, University of Nevada, Las Vegas. External reviewers felt the proposed program "addresses the needs of nurses for educational opportunities" and will "improve and enhance the healthcare needs of the citizens of Idaho." Reviewers recommended support for the program but also offered several recommendations, which ISU has addressed.

ISU's request to offer a Doctor of Nursing Practice Program is consistent with their Five-Year Plan for the delivery of academic programs in the Southeast region. Pursuant to III.Z, ISU has a shared Statewide Program Responsibility to offer Nursing programs.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

The following represents programs in nursing currently being offered:

Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
CSI	Nursing, Registered	AS	CSI Campus	Traditional with some portion avail online
CSI	Nursing, Practical	TC	CSI Campus	
BSU	Nursing	B.S.	Boise	Traditional
BSU	Nursing (self-support)	B.S. completion	Boise	On-line
BSU	Nursing	M.S.N., M.N.	Boise	On-line
ISU	Nursing (professional fee)	BS	ISU Campus	Online/Distance Learning,
ISU	Nursing (professional fee)	MS	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	PM Cert	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	MS, PM Cert	ISU-Meridian Ctr	Online/Distance Learning
ISU	Nursing (professional fee)	BS	University Place	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	A.S.	Coeur d'Alene	Traditional Web-Enhanced
CWI	Nursing - Registered	AS	Nampa	Traditional
ISU	Nursing (BSRN Completion) professional fee	BS	CSI Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing (BSRN Completion) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
CSI	Nursing (BSRN Completion)	BS	CSI Campus	
ISU	Nursing (Fast-track) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
LCSC	Nursing, Basic BSN	BSN	LEW/CDA	classroom
LCSC	Nursing, RN to BSN	BSN	LEW/CDA	online
ISU	Nursing: Education Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option	MS Option	University Place	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	Tech. Certificate	Coeur d'Alene	Traditional Web Enhanced Interactive Video

ISU also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. To designate a professional fee for a Board approved program, the program must meet the credentialing requirement, accreditation requirement, and demonstrate extraordinary program costs as set forth in policy. Based on the justification provided, staff finds that the requirements for designating a professional fee have been met for this program.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the request by Idaho State University to create a new online, Doctor of Nursing Practice program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to designate a professional fee for the Doctor of Nursing Practice program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

REC'D ISU/GS

SEP 06 2012

Date of Proposal Submission:	9/xx/2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Division of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

Title:	Doctorate of Nursing Practice (DNP)		
Degree:	Doctorate		
Method of Delivery:	Online		
CIP code (consult IR /Registrar)	51.1608		
Proposed Starting Date:	Fall 2013		
Indicate if the program is:	Regional Responsibility	x	Statewide Responsibility

Program Identification for Proposed New, Modified, or Discontinued Program:

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input checked="" type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

<p><i>Nancy L. Dunn</i> <i>8/30/12</i> College Dean (Institution) Date</p> <p><i>[Signature]</i> <i>9/21/12</i> Graduate Dean (as applicable) Date</p> <p><i>James G. Stithus</i> <i>9/28/12</i> Chief Fiscal Officer (Institution) Date</p> <p><i>Barbara Adamick</i> <i>9-26-12</i> Chief Academic Officer (Institution) Date</p> <p><i>Auto [Signature]</i> <i>10/1/12</i> President Date</p>	<p><i>[Signature]</i> <i>9/2</i> Vice President for Research (as applicable) Date</p> <p><i>Sela M. [Signature]</i> <i>1/22/13</i> Academic Affairs Program Manager Date</p> <p><i>[Signature]</i> Chief Academic Officer, OSBE Date</p> <p> SBOE/OSBE Approval Date</p>
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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The School of Nursing (SON) in the Division of Health Sciences (DHS) at Idaho State University (ISU) is proposing to start a new online Doctor of Nursing Practice (DNP) graduate degree program. The proposed DNP degree program is not directly linked to any other existing program internal or external to the Division of Health Sciences at ISU.

In October 2004, the American Association of Colleges of Nursing (AACN), the national accrediting body for baccalaureate and graduate degree nursing programs proposed that the current level of preparation necessary for the Advanced Practice Registered Nurse (APRN) move from the Master's degree to the doctoral degree by the year 2015. In 2006, AACN member organizations (640) voted to endorse the recommendation of DNP degree preparation for the APRN. The American Nurses Credentialing Center (ANCC) and the Institute of Medicine (IOM), among other professional organizations recommend educational preparation of the APRN be the Doctor of Nursing Practice. The DNP is designed for nurses seeking a terminal degree in comprehensive clinical nursing practice, grounded in evidence-based practice within a changing health care system. Nursing is moving in the direction of other health care professions which offer practice doctorates including Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD).

Currently ISU SON offers multiple APRN options including Family Nurse Practitioner (FNP) and Adult/Geriatric Clinical Nurse Specialist (ACNS). These FNP and ACNS options prepare the graduate with a Master's degree as an APRN. Final admission to the graduate program in the SON for preparation with the Master's degree in the FNP and ACNS options was completed in the spring academic semester of 2012. A cohort of twenty-seven (27) students had been admitted in spring academic semester of 2012 to the Master's degree FNP option, and five (5) students to the Master's degree ACNS option whom started in summer semester of 2012. These students will graduate in May of 2014. In the fall of 2013, the DNP degree program is proposed to start in the existing FNP and ACNS options with a total of eight (8) full time and eight (8) part time students, while teaching out the 27 students enrolled in current Master's degree APRN options admitted in the 2012 admission cycle.

ISU is dedicated to the education of health professionals and is the state's lead institution for health programs as designated by the State Board of Education (SBOE). The primary mission of the Division of Health Sciences is to enhance the quality of life of the residents of Idaho and the greater community through the education of students in the health professions. The SON has offered a Master of Science degree graduate program in nursing since 1986 with a long history of success in preparing graduates for the practice. In addition to the APRN options currently offered, (FNP and ACNS), the graduate program in the SON also offers Master's degree options in Leadership and Education. The Master's degree options in Leadership and Education will remain in place as the DNP program evolves. All options are delivered in an online format and provide critical access to graduate education for Idaho nurses who wish to reside in the state, continue to work, support their families, and pursue affordable nursing education.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The primary objective of the DNP degree program will be to prepare clinical leaders who can effectively evaluate clinical outcomes, identify and manage health care needs of individuals, families and populations, use technology and information to transform health care systems, and participate in interprofessional collaboration to develop efficient and effective models of health care delivery (IOM, 2010). The graduate of the DNP program will achieve success in completion of the national credentialing examination specific to the option in which the student was enrolled and be employable as an APRN.

Option Descriptions for the proposed DNP degree program:

The Family Nurse Practitioner (FNP) is prepared to be a leader in primary care, combining the roles of provider, mentor, educator and administrator. The FNP is prepared to practice autonomously and in collaboration with other healthcare professionals to provide evidence-based care to individuals, families, and populations across the lifespan in a variety of settings.

The Adult-Geriatric Clinical Nurse Specialist (ACNS) demonstrates expert knowledge and ability to advance health care in adult and geriatric populations. The ACNS functions in collaboration with health care professionals for continuous improvement of patient outcomes and nursing care through three spheres of influence including the patient, nurse and system (Consensus Model for APRN Regulation, 2008).

Learner Outcomes: The graduate will evidence competency in evaluating clinical outcomes, identify and manage primary health care needs of individuals, families and populations, use technology and information to transform health care systems, and participate in interprofessional collaboration to develop effective models of health care delivery.

Upon completion of the DNP degree program, the APRN will:

- 1) Synthesize and integrate scientific evidence for the development of evidence based clinical practice to improve patient outcomes.
- 2) Translate scientific, theoretical, and ethical principles into health care for individuals, families, communities and populations.
- 3) Manage intra and interprofessional collaboration to address health disparities and to improve health outcomes across diverse and rural populations and cultures.
- 4) Assume complex leadership roles to advance clinical practice and health care delivery at the organizational and systems level to improve health outcomes of individuals and populations.
- 5) Incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems.
- 6) Evaluate policy, care delivery, and organizational systems to improve current and future health care outcomes.
- 7) Advocate for social justice, equity, and ethical policies in health care.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

ISU is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and maintains high and consistent standards for all academic programs which apply to the quality of the proposed DNP degree program.

All current undergraduate and graduate programs in the ISU SON are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, and clinical nursing doctorates that are practice focused and have the title Doctor of Nursing Practice (DNP).

The Idaho State Board of Nursing (SBON) regulates nursing practice and education for the purpose of safeguarding the public health, safety and welfare. The newly formed national Consensus Model for APRN regulation, enacted in Idaho in 2012 outlines requirements in licensure, accreditation, certification, and education for advanced practice registered nursing. States currently vary in how they license advanced practice nurses and how they designate an individual as an APRN. The APRN Consensus Model requirements call for the board of nursing to be the regulatory body that regulates APRN programs. Currently, the Idaho State Board of Nursing has a five member advisory committee which addresses issues related to the advanced practice of APRN's, specifically clinical nurse specialists, nurse practitioners, and certified nurse midwives. With the implementation of the national APRN Consensus Model, the SBON anticipates that the charge to this committee will reflect recommendations in the model. ISU SON has an APRN faculty member on the advisory committee and will work closely with the SBON as the DNP program moves forward (Campaign for APRN Consensus; Idaho State Board of Nursing).

The AACN has published a position statement regarding indicators of quality in practice focused doctoral programs in nursing (AACN, 2006). These indicators will be incorporated into a formal evaluation plan to ensure quality of the proposed DNP degree program. These indicators include; 1) an academic environment which provides substantial access to nursing practice expertise and opportunities for students to work with and learn from a variety of practice experts including advanced clinicians, nurse executives, informaticists, or health policy makers; 2) faculty members, practice resources and an academic infrastructure which supports a high quality of educational program and provides students with the opportunities to develop expertise in nursing practice; 3) student access to strong practice environments, including faculty members who practice, environments characterized by continuous improvement, and a culture of inquiry and practice scholarship (AACN, 2006).

Faculty accomplishments in teaching, scholarship, practice and service contribute to the quality of programs and the overall Mission of the SON and ISU. Promotion and Tenure guidelines and workload policy define expected outcomes. All faculty members are evaluated annually based on professional contributions to teaching, scholarship, and service during the previous year. This evaluation includes a faculty peer review process. Primary faculty teaching in the proposed DNP degree program will be prepared at the doctoral level with expertise in research and/or clinical practice. Currently four faculty members in the SON hold the DNP degree and are actively engaged in practice which supports quality of education for APRN students.

ISU SON utilizes multiple methods to collect aggregate student outcome and program evaluation data as defined in the existing Master Evaluation Plan (MEP). The MEP provides the blueprint for systematic, continuous evaluation of the assessment processes and outcomes in the SON. Annual data collection and analysis includes Educational Benchmarking, Incorporated (EBI) exit surveys, course and instructor evaluations, graduation rates, national certification pass rates, oral and written comprehensive examination results, employment rates, alumni data, and employer survey results.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

An earned Bachelor of Science in Nursing degree will be required for entry into the DNP (BS to DNP) degree program options in the first three years. Students will enter the program with a Bachelor's degree and move through the planned curriculum and graduate with the DNP degree in the option in which they are enrolled. The plan is to then additionally offer the DNP degree program options as a Post Master's (MS to DNP) entry in year three, with a continuous annual enrollment of both BS and MS students thereafter. Students entering with a Master's degree will be required to complete fewer clinical hours in the DNP program as hours completed in an earned Master's degree program can be applied to the Post Masters DNP degree requirements. Final enrollment projections from year three will include admitting 24 students per year with a continuous enrollment of 72 students which will include full time, part time, and Post Master's entry levels. The following table displays projected enrollment in the proposed DNP program.

Year	BS-DNP Full Time	BS-DNP Part Time	MS-DNP	Total
1 st (2013)	8	8		16
2 nd (2014)	8	8		16
3 rd (2015)	8	8	8	24
Ongoing	8	8	8	24

New students will be admitted in the spring of any academic year, and start classes in the fall semester of each academic year. Full time BS to DNP students will complete core and specialty courses in 8 semesters (3 years); part time in 11 semesters (4 years). MS to DNP students will complete core and specialty courses in 5 semesters (2 years).

Attachment 1 delineates specific DNP degree options to be offered at Idaho State University based on established ISU/BSU Memorandum of Understanding.

As outlined by the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2010) the proposed curriculum includes an identified core, courses in area of specialization (option specific), clinical course requirements, the DNP Scholarly Project, and electives for a total of 77 (FNP) and 75 (ACNS) credits (see Appendix A).

The DNP program will be delivered primarily online and all online courses qualify as e-ISU credits. Several courses in the DNP curriculum are planned to be shared with students enrolled in the SON Ph.D. program. Core courses are designed to provide a foundation in nursing science and theory development, organizational and system leadership for quality improvement, statistics and methods of analysis, information systems and technology, population health and health promotion, health care and policy issues, and role development. Campus intensives are designed to develop specific advanced practice skills and will be required in conjunction with

clinical lab courses. Specialization courses will be tailored to the clinical interests, experience, and goals of the doctoral student guided by the APRN option in which the student is enrolled. The goal of specialization coursework is to enhance student expertise in a clinical area prior to beginning the DNP scholarly project. The DNP scholarly project is designed to demonstrate mastery of a specialized area within advanced practice, and is the culmination of the doctoral student's clinical work which applies scientific evidence to an area of focus while laying the foundation for future research. Examples of DNP projects include pilot studies, program evaluations, systems improvement, systematic reviews, development of standards of practice for clinical program, and quality improvement, all of which are designed to improve clinical practice and patient outcomes through the use of evidence. An example of elective courses include education, leadership, research, and genomics, among others.

Shared New Courses for the DNP Degree Program Options

Shared Courses for Students Enrolled in DNP and Ph.D. Programs	
NURS 8809	Rural/Global Communities in Society (2 cr.)
Explores rural culture using theories, frameworks and methodologies from various disciplines. Focus on culturally responsive methodologies. Rural life analyzed to identify factors related to health systems and health care practice needs. Students critique rural research articles for use of conceptual frameworks and generate researchable questions related to rural/global nursing practice issues.	
NURS 8826	Advanced Scientific Writing (2 cr.)
Using a workshop approach students will learn how to present and publish their research based findings in scholarly journals and books. Students will critique own and other's work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare and submit one paper for publication in a peer reviewed journal.	
NURS 8840	Health Policy (3 cr.)
Analysis of policy research relevant to health care access, affordability, delivery, finance and integrated care systems. Students will evaluate effects of local, regional, national and international health policy and trends that impact research funding agencies and agendas, and national and international systems of health care delivery.	

New Courses Specific to the DNP Degree Program	
NURS 7720	Professional Issues of the DNP I (3 cr.)
Introduction to DNP related professional issues including DNP background, APRN role development, and interprofessional practice. Exploration of current and emerging health care issues.	
NURS 7725	Informational Technology in Health Care (2 cr.)
Application of technologies and information systems to evaluate and improve health care outcomes. Exploration of information technologies in clinical practice, education, evidence based practice, and administration will be emphasized with a focus on transformation of data into information.	
NURS 7735	Statistical Analysis in Evidence Based Practice (3 cr.)
Exploration of bio-statistical methods used in implementing and evaluating health care related research for evidence based practice. Legal and ethical issues in evidence based practice are addressed.	
NURS 7740	Primary Care throughout the Lifespan (FNP) (1 cr.)
Integration of advanced nursing care for patients and families across the lifespan. Application and evaluation of primary care management of complex diagnoses and system foci.	

NURS 7740L	Primary Care throughout the Lifespan Lab (FNP) (4 cr.)
Delivery of advanced nursing care to patients and families across the lifespan. Clinical application and evaluation of theoretical knowledge and skills used by the nurse practitioner in primary health care at a more complex level. Includes focus on systems individualized by each student.	
NURS 7750	Advanced Adult-Geriatric Health Concepts (ACNS) (2 cr.)
Exploration of healthcare concepts relating to adult and geriatric populations.	
NURS 7750L	Advanced Adult-Geriatric Health Concepts Lab (ACNS) (3 cr.)
Implementation of advanced nursing care concepts to adult and geriatric populations for the Adult/Geriatric Clinical Nurse Specialist (ACNS).	
NURS 7760	Professional Issues of the DNP II (3 cr.)
Integration of DNP related professional issues, including the APRN's role in the initiation and evaluation of change in patient care, interprofessional practice and current and emerging health care issues. Transition into the APRN role is emphasized.	
NURS 7790	DNP Scholarly Project (1-3 cr.)
Synthesis of scientific evidence and theoretical principles for the development of clinical interventions to improve health care outcomes. Incorporation of knowledge of current and emerging health care technologies to improve care delivery and organizational systems for groups and populations. Requires a minimum of nine credit hours over four semesters. May be repeated.	

Existing Master's Degree Courses to be Redesigned and Integrated into the Proposed DNP Degree Program		
NURS 5580	Genetics for the Health Care Professional	2 cr. (from 3 cr.)
NURS 6604 (to NURS 7723)	Health Promotion	3 cr. (from 2 cr.)
NURS 6610	Advanced Evidence Application	3 cr. (from 4 cr.)
NURS 6611L	Advanced Health Assessment Lab	2 cr. (from 3 cr.)
NURS 6646 (to NURS 7780)	FNP Practicum	4 cr. (from 8 cr.)
NURS 6657L	Advanced Adult Health Nursing I Lab	2 cr. (from 1 cr.)
NURS 6659 (to NURS 7785)	Advanced ACNS Practicum	4 cr. (from 6 cr.)

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Proposed DNP Degree Program	FNP	ACNS
Total Credits (Core)	53	53
Total Credits (Option)	24	22
Total Credit Hours	77	75
Total Clinical Credits (Hours)	16 (768 hours)	13 (624 hours)
Total Scholarly Project Credits (hours)	8 (384 hours)	8 (384 hours)
Total Clinical Credit Hours	(1152 hours)	(1008 hours)

*Please see Appendix A for proposed curriculum for the DNP degree options (attached)

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

The DNP student will be required to complete a scholarly project over the course of the program which will enable the student to synthesize scientific evidence within a practice environment(s) to improve healthcare outcomes. The DNP scholarly project may include evaluation of policy, care delivery, and/or organizational systems for current and future health care needs, among other practice areas. The scholarly project may also demonstrate intra and/or interprofessional collaboration to address health disparities and/or to improve health care quality across diverse populations. The scholarly project will incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems and will translate scientific and theoretical principles into clinical practice for aggregates.

The DNP student, working with a primary faculty advisor will be required to form an advisory committee by the second semester of admission, composed of a minimum of two faculty members within the SON and one faculty external to the nursing program. The student will work closely with their primary advisor in the SON to develop and complete a scholarly project. All requirements of the ISU Graduate School for successful completion of final examinations will be observed in the DNP degree Program. The student will be required to complete an oral presentation/defense of the scholarly project in the final semester. Graduation from the DNP degree program will require successful completion of written comprehensive exam and oral defense.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review.

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	RN to BSN AS BSN MSN or MN		MS or MSN Nursing of Populations
CSI	AS		
CWI	AS		
EITC	AAS		
ISU – College of Technology	AAS		
ISU	AS, BS, MS PhD		MS Family Nurse Practitioner; Adult Geriatric Clinical Nurse Specialist; Education; Leadership Ph.D. in Nursing
LCSC	BSN RN to BSN		
NIC	AS		
UI	N/A		

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

The methodology used for determining enrollment projections for the proposed DNP degree program included an analysis of student graduation rates in the advanced practice degree options in the SON over the last two years. Student enrollment in advanced practice degree options over the last five years, particularly in the FNP option has been robust. Graduation rates from graduate programs in the SON reflect interest of students in graduate education, and a commitment to enter and successfully move into practice with advanced knowledge.

In May of 2011, the SON graduated 32 APRNs including 27 FNP, and 5 ACNS students. In May of 2012, 42 APRNs including 38 FNP and 4 ACNS students graduated with an earned Master's degree. These students upon graduation are prepared to sit for the national certification exam in their specific area of practice. Based on exit data collected by the SON, the majority of graduates from the Master's degree options continue to reside in rural and urban Idaho communities and

work in an advanced practice role in clinics, private practice, and hospitals and as nurse educators and leaders. Grounded within a historically strong core curriculum and taught by well qualified faculty, the DNP degree program will continue to provide APRNs for the State of Idaho based on national educational and professional standards.

Additionally, the graduation rate from Baccalaureate and Accelerated Baccalaureate Nursing programs in Nursing at Idaho State University were considered as these students are potential applicants for the DNP degree program. Graduates from the ISU Baccalaureate Nursing program in 2011 and 2012 totaled 77 and 91 respectively, and from the accelerated Baccalaureate Nursing program, 27 and 30 for the last two years. BSU, LCSC, BYU Idaho and Northwest Nazarene also have a Bachelor of Science degree program in Nursing which further expands the applicant pool for the DNP degree program at ISU.

Enrollment projections will be based upon:

- Number of qualified faculty needed to serve in a primary advisor and/or DNP advisory committee member role in any given year for the DNP scholarly project.
- Number of clinical sites and preceptors available for required practicums based on established curriculum.
- Industry need
- Informal data and high interest in the DNP degree program evidenced by inquiry from interested students and history of robust application pool for the FNP option in particular.

9. Enrollment and Graduates: Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations: Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current 2012	Year Previous 2011	Year Previous 2010	Current 2013	Year Previous 2012	Year Previous 2011	
BSU	1344 (fall) *Bachelor's in Nursing programs	1237 *(fall)	1146 *(fall)	Project 200	199	209	*85%
	M.S. in Nursing				3	4	
ISU: MS in Nursing: Advanced Practice Registered Nurses							
FNP	82	93	83	40	38	27	98%
ACNS	10	10	11	6	4	5	98%

ISU: MS in Nursing							
CNL	0	0	1	0	1		100%
Education	5	11					98%
Leadership	1	6		0	6		98%
LCSC	N/A						
UI	N/A						
CSI	N/A						
CWI	N/A						
EITC	N/A						
NIC	N/A						

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No, the implementation of the DNP degree program will not reduce enrollments in other programs in the SON. Initially, there may be a slight decrease in enrollment in graduate programs as the ISU SON transitions from a Master of Science (MS) degree to the DNP degree for the FNP and ACNS options. This will provide the ability to teach out the current cohort of students admitted in 2012 in the FNP and ACNS options prepared at the Master's degree level. Enrollment in the Leadership and Education options for the Master's degree will continue; the number of students admitted fluctuates and may influence total number of admissions into the graduate program degree options in any given year. The initial decrease in enrollment in the FNP and ACNS options of the proposed DNP degree program will be temporary as each year the student enrollment into each of these options is planned to increase progressively. As a result of the planned transition to the DNP degree for the advanced practice options, after three years there will be similar enrollment in the FNP and ACNS options in the graduate program as had been historically admitted for the former Master's degree APRN options.

11. **Provide verification of state workforce needs such as job titles requiring this degree.**
Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1 (2008)*		Year 2 (2018)*		Year 3 (Total Due to Growth)*	
Local (Regional)						
State	NP	441	NP	560	NP	119
	CNS	32	CNS	41	CNS	9
	Educators	242	Educators	297	Educators	55
Nation						

- a. **Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.**

The above data is taken from the Idaho Department of Labor Nursing Overview publication of January 2011 available at http://labor.idaho.gov/publications/idaho_nursing_overview.pdf. This document clearly describes an anticipated critical shortage of APRNs in primary/acute care and education by the year 2018.

Primary Care Providers: There is an anticipated shortage of nurses in the future needed to replace retiring APRNs in varied practice settings. In addition, current recommendations are to expand the role of the nurse, particularly the advanced practice nurse to function at the full extent of their education and to collaborate actively in the primary care of individuals in a complex health care environment (Idaho Department of Labor, 2011; IOM, 2010). APRNs are being identified as key providers of primary care, particularly in rural states such as Idaho. Major employers of APRN's include clinics, medical practice, and hospitals. The DNP is designed for nurses seeking a terminal degree in nursing practice. DNP prepared nurses will be well equipped to fully implement the science developed by nurses researchers prepared in Ph.D., DNSc, and other research focused nursing doctorates (AACN).

Educators: According to the 2011 *Department of Labor Idaho Nursing Overview*, (Idaho Department of Labor, 2011) Idaho currently employs 242 nursing faculty. By 2018, the state will need 55 additional faculty positions in nursing to educate nurses enrolled in programs across the state of Idaho, in addition to 40 faculty vacancies related to retirement and turnover. Nurses prepared with a DNP degree will be prepared to fill faculty positions, particularly in clinical practice areas.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This proposal strongly supports the ISU mission of providing statewide education in the health professions that includes graduate nursing education. The DNP degree program will continue to provide highly qualified nurses prepared for the FNP and ACNS role as primary care providers for practice in varied settings in accordance with national standard and professional expectations. In addition to the preparation of the FNP and ACNS for primary care, the DNP degree graduate will be prepared for the nurse educator role and can be employed in nursing education programs offering graduate, undergraduate and associate degree options.

- c. Is the program primarily intended to meet needs other than employment needs? If so, please provide a brief rationale.

The program is intended to meet national professional recommendation for moving the level of preparation necessary for advanced practice nursing roles from the Master's degree to the doctoral level by 2015. This recommendation is focused on preparation necessary for improving the quality of life of individuals, families and communities particularly in an APRN role. The program is also intended to address the anticipated changes in healthcare delivery systems with nurses able to work collaboratively with physicians and other health professionals in improving the nation's health (AACN).

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.***

For the last 15 years, ISU SON has successfully utilized multiple types of distance education technology including distance learning rooms and internet platforms. Since 2007, the SON has provided nursing education online utilizing educational technologies such as Modular Object Oriented Dynamic Learning Environment (Moodle), Collaborate, and other internet resources. The proposed DNP degree program will continue to utilize a primarily online format for delivery of the curriculum.

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.***

The proposed DNP degree program is consistent with the SBOE vision and mission to provide accessible, seamless public education through improved student access, efficient use of resources, and collaboration to meet the needs of Idahoans including those distant from campus (SBOE).

Idaho State University is the lead institution for health professions education in the state. ISU SON has collaborated with Boise State University School of Nursing and developed a Memorandum of Understanding which was approved by the Idaho SBOE in June 2012. This MOU speaks to the commitment of Idaho State University and Boise State University School of Nursing to work together to provide access to quality graduate nursing education throughout the state of Idaho, avoiding duplication of programs and effectively utilizing resources through collaboration.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
To provide leadership in access to education.	To provide professional graduate nursing education through online and distance learning technologies throughout the state of Idaho.
To advance scholarly and creative endeavors through the creation of new knowledge in part through high quality academic instruction.	To provide quality advanced nursing education so that nurses can achieve the recommended terminal degree for advanced practice.
To continue as the state's lead institution for health professions education.	To provide nurses with the opportunity for preparation as an advanced practice nurse with the DNP degree.
To enhance the quality of life of the residents of Idaho and the greater community.	To prepare nurses for comprehensive advanced practice for improving healthcare outcomes within a changing healthcare system.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. ISU and the SON will continue with current marketing strategies that include printed and web based material, health and career fairs, on site advising etc.
2. Students will be recruited statewide from undergraduate programs of nursing, health care organizations that employ Bachelors, Masters, and doctorally prepared nurses, and through word of mouth through faculty visibility across the state, and interfacing with nurses currently practicing in various settings.
3. The SON has had robust inquiries about the plans and implementation of the DNP program. These potential students provide an initial contact database.
4. Current efforts are being made to provide information to the public and potential students of the changes and new opportunities available in the SON including doctoral programs of study. The plan for marketing the DNP program pending SBOE approval includes but is not limited to:
 - Marketing statewide through printed material and technology based applications regarding the development and implementation of graduate educational opportunities in the SON at ISU.
 - Site visits to all the Idaho nursing schools and major healthcare employers to discuss the DNP degree program with faculty, students, employers, and current nurses.
 - Information posted in selected journals and newsletters that recruit students and practicing RNs to return to academia for graduate studies.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

A list of individuals for peer review of the proposed DNP degree program has been developed. Final selection of individuals to conduct peer review will be completed by the SBOE.

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

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.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Dr. Cathy Arvidson	\$31,491	0.5	174	14
Dr. Mary Anne Reynolds	\$30,347	0.5	174	14
Professor Virginia Murphy	\$28,985	0.5	174	14
Dr. Kelly Pesnell	\$24,575	0.5	174	14

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Office Specialist	\$18,334	0.5	\$19,472 (3 yr.)
Clinical Coordinator	\$22,127	0.5	\$85,000 (3 yr.)

No additional administrative resources are needed or requested for the success of the program. Administrative structure currently in place will support the DNP degree program in the SON.

The SON has a full complement of faculty and administrative support including: Administrative Assistant II (1 FTE), Administrative Assistant I (1 FTE), Office Specialist II (2 FTE), and an Academic Advisor for graduate and undergraduate students (1 FTE). An Office Specialist currently assisting in the SON will be assigned to provide 0.5 FTE staff support for faculty teaching in the DNP program. Duties of office personnel will be reassigned as needed. A master database has been developed to improve efficiency in the SON and will provide for effective assignment of work duties of office personnel. The full time Academic Advisor in the SON assists all students and faculty through academic advising and other related activities such as recruitment and retention.

Teaching Assistance

Adjunct faculty members are currently utilized to teach in lab and practicum courses in the graduate curriculum, with SON faculty serving as Coordinator for each course. These adjuncts are prepared at the Master's level and provide expertise and supervision for students in lab and practicum courses. Adjuncts are utilized as needed, are paid at credit hour rate, and work closely with SON full time faculty. The SON utilizes affiliate faculty who serve as preceptors in option specific practicum courses. Preceptors are carefully selected and are utilized for on site supervision and education of students working closely with graduate faculty. The preceptors are working professionals and are not paid by ISU to serve in the preceptor role. Affiliation agreements exist between ISU SON and organizations that provide preceptored opportunities for graduate nursing students. The SON will continue to utilize preceptors as adjunct and affiliate faculty to support graduate students and continued quality of graduate programs.

Teaching Assistant Positions in the SON

The SON currently has two Teaching Assistant (TA) positions. The TA positions are 0.5 FTE or 20 hour per week positions. These positions are anticipated to be continuing and are currently filled by graduate students enrolled in the Master's program. These TA positions can be used for research, or teaching assistance in the undergraduate and graduate courses. A TA can assist with research, grant writing, contract development and other activities and could be utilized to work with faculty teaching in the DNP degree program. The SON can apply for and has historically been awarded one TA position (0.5 FTE) through the Division of Health Sciences each academic year. The SON will continue to utilize resources in the Division of Health Sciences when available. Teaching assistant positions provide an opportunity for Master's (and in the future doctoral students) to refine and enhance their teaching and evidence based practice skills.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel: \$8,784 in year 1, \$13,153 in year 2, and \$21,284 in year 3 is allocated. Regular attendance at the annual AACN doctoral education conference of a core faculty member teaching in the DNP degree program will be supported. Travel dollars will also support national presentations by faculty and doctoral students of research/scholarly work.

c. 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.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Funding is not requested for library resources. Funding for resources needed based on evaluation completed by staff of the Eli Oboler library at ISU, in the amount of \$10,591.00 will be allocated from current budget resources.

The SON has been working closely with the staff of the Eli Oboler Health Sciences library to assure that the library will have a collection of nursing journals and other publications that will be necessary for success of the DNP degree program. The library provides access to major databases for nursing research and evidence based practice (CINAHL, EBSCOhost and PUBMED, among others). Faculty in the SON are actively working with the staff at the Eli Oboler Library and with groups of interprofessional health care researchers on the ISU campus to increase the holdings of both hard and electronic copy of journals and books needed to support advanced academic health care research and evidence based practice application. Interlibrary loan supports access to journal articles and other resources for students and faculty.

A nursing collection evaluation was completed by Marcia Francis, M.A., M.Ed., AHIP of the Eli Oboler Library for the proposed DNP program. The review included the following sections of the library resources: books, paper journals, electronic journals, interlibrary loan access and document delivery, government documents, medical databases, and copyright fees. The library report estimated an additional library resource of \$10,591.00 would be needed to support the implementation of the proposed DNP program to be successful and regionally competitive. Additionally, reallocation of existing funds will support needed library resources for the DNP degree program.

(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 SON has a fully equipped, state of the art simulation learning lab that will provide the doctoral students with both opportunities to teach clinical skills to the undergraduates as well as provide an exceptional research environment. Specifically, the clinical simulation laboratory (CSL) provides 4,938 square feet of learning space. The laboratory includes a simulated (10) bed hospital with a technology enriched learning environment designed to assist students to learn new and/or advanced clinical skills. Two primary care examination rooms provide a clinical environment for the advanced practice graduate students to practice primary care management. The lab also holds a nursing station with (7) computers loaded with learning/charting modules, a conference room, open learning space, (2) offices and a state-of-art- storage area. All simulated hospital rooms are equipped with active compression and oxygen delivery and can actually support direct clinical care in the case of an emergency. There are (3) control rooms for use in recording/analyzing clinical learning scenarios associated with use of low to high human simulators and standardized patients. The simulators include adults, baby, pregnant mother, and geriatric models. All durable and disposable equipment and supplies are represented of those used in a variety of clinical

settings. In a collaborative approach, nursing faculty and TA's work with CSL staff to instruct and evaluate clinical learning in the simulation setting. Baccalaureate and graduate students utilize the CSL to develop skills necessary to become competent beginning practitioners as well as advanced practice nurses. Doctoral students will have the learning opportunities and equipment necessary to develop the complex assessment, diagnostic and interventional skills that are appropriate to their clinical populations. The unique combination of high fidelity patient simulators, visual and audio recording capabilities and built-in observational and assessment software that is integrated into the lab gives the ISU SON cutting edge capabilities for assessing teaching efficacy the learning of complex skills and clinical interactions. This facility is unique in the Rocky Mountain region and is on par with major teaching medical centers. Aspects of the simulation lab will also be integrated into our real time distance residency programs allowing our doctoral students to engage in teaching and research in Idaho and across the US. The SON is a national leader in online simulation and online competence validation by simulation.

Additional Infrastructure Support:

The Office of Professional Development (OPD) in the School of Nursing offers continuing education for geographically bound professional nurses using the latest pedagogies and delivery tools. The OPD provides workshops, conferences, and continuing education courses for professional nurses as well as interprofessional development. Currently the OPD conducts a Health Resources and Services Administration supported online transition to practice program called the Northwest Rural Nurse Residency. This program is delivered in twenty four states with a national advisory board.

The Institute of Rural Health (IRH) is an integral part of the ISU campus with a mission to improve the health of communities through research, education and service. The IRH provides additional research support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities.

The Instructional Technology Resource Center (ITRC) located on the Idaho State University campus in the Eli Oboler Library provides faculty with a complete technology resource for all levels of instruction. The ITRC has an ongoing support role which gives faculty the confidence to integrate technology in the learning environment. ITRC facilities are user-friendly and offer access to hardware, software and training in state-of-the-art technologies.

The Research Office on the ISU campus coordinates all research activities and facilitates research opportunities for faculty and students. The Research Office oversees most of the compliance committees, and administers internal grant opportunities for faculty and students. The Research Office oversees the Office of Sponsored Programs which facilitates the request and acceptance of external funding.

d. 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?

Existing state appropriated funds will continue to be allocated to specific core faculty (2 FTE's) for the DNP degree program whose responsibility is currently in the Master's options of the graduate program including the ACNS and FNP. Additional faculty support will come from one existing open position in the SON for an Associate/Assistant professor which is currently advertised. A search committee has been formed and is working on filling this position. The faculty member hired in an existing Assistant/Associate Professor position will

have primary responsibility in the DNP degree program. Existing graduate programs will not be impacted as careful planning and preparation for the DNP degree program over a five year time period has resulted in a full complement of doctorally prepared faculty in the SON, and adequate resources for successful implementation. Infrastructure in the Division of Health Sciences will support access to additional doctorally prepared faculty in other disciplines who can serve on student committees for scholarly project.

Professional fees will be charged to students who enroll in the DNP degree program. The professional fee charged to students will be \$1,828.00 per semester. This source of revenue per semester will be used for funding adjunct faculty, database resources specific to the DNP degree program, travel for site visits, travel for student assessment in clinical practicum sites, online course support, among other costs. Professional fees to be charged to students who enroll in the DNP degree program are in line with other institutions in the western region offering graduate programs in Nursing.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Donations will not be a funding source for the DNP program.

- (3) 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.

No additional resources are needed or requested for the success of the program.

- (4) 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 DNP program implementation is not dependent on a federal grant, special fee arrangement, or contract to fund the program.

- (5) Provide estimated fees for any proposed professional or self-support program.

Professional fees to be charged to students who enroll in the DNP degree program will be \$1,828.00 per semester.

Appendix A
Proposed Curriculum for the DNP Degree Options
Proposed Full Time BS to Doctorate of Nursing Practice Curriculum
New courses: **NURS XXX**; New Shared PhD/DNP Courses: **NURS XXX**

Year 1					
	Course #	Course Title	Credits		
			Core	FNP	CNS
Fall Semester #1	BIO 5563	Human Pathophysiology	4		
	NURS 6600	Core 1: Theoretical Foundations	3		
	NURS 7720	Professional Issues of the DNP I	3		
	NURS 8826	Advanced Scientific Writing	2		
		Total Credits Fall Semester	12		
Spring Semester #2	NURS 6610	Advanced Evidence Application	3		
	NURS 6611	Advanced Health Assessment	2		
	NURS 6611L	Advanced Health Assessment Lab (96 clinical hours)	2		
	PHAR 6645	Pharmacotherapeutics for Advanced Practice Nurses	3		
	NURS 8840	Core 2: Health Policy	3		
		Total Credits Spring Semester	13		
Year 2					
Summer Semester #3	NURS 7723	Core 3: Health Promotion for Advanced Practice Nurses	3		
	NURS 5580	Genetics for the Health Care Professional	2		
		Total Credits Summer Semester	5		
Fall Semester #4	NURS 6642	Primary Care of the Young Adult		3	
	NURS 6642L	Lab (96 clinical hours)		2	
	NURS 6657	Or Advanced Adult Health Nursing I			3
	NURS 6657L	Lab (96 clinical hours)			2
	NURS 7725	Informational Technology in Health Care	2		
	NURS 7735	Statistical Analysis in Evidence Based Practice	3		
	NURS 8809	Core 4: Rural/Global Communities in Society	2		
		Total Credits Fall Semester	7	5	5

Spring Semester #5	NURS 6643 NURS6643L	Primary care of child & adolescents Lab (96 clinical hours)		3 2	
	NURS 6644 NURS 6644L NURS 6658 NURS6658L	Primary Care of the older adult Lab (96 clinical hours) Or Advanced Adult Health Nursing II Lab (96 clinical hours)		3 2	3 2
	NURS 7790	Scholarly Project Lab (48 clinical hours)	1		
		Elective			3
		Total Credits Spring Semester	1	10	8
Year 3					
Summer Semester #6	NURS 6655	Core 5: Advanced Leadership	3		
	NURS 7790	Scholarly Project (96 clinical hours)	2		
		Total Credits Summer Semester	5		
Fall Semester #7	NURS 7790	Scholarly Project (96 clinical hours)	2		
	NURS 7740 or NURS 7740L	Primary Care Throughout the Lifespan Primary Care Throughout the Lifespan Lab (192 clinical hours) (FNP)		1 4	
	NURS 7750 or NURS 7750L	Or Advanced Adult-Geriatric Health Concepts Lab (ACNS) (144 clinical hours)			2 3
		Elective	2		
		Total Credits Fall Semester	4	5	5
Spring Semester #8	NURS 7760	Core 6: Professional Issues of the DNP II	3		
	NURS 7790	Scholarly Project (144 clinical hours)	3		
	NURS 7780 NURS 7785	FNP Practicum Lab (192 clinical hours) Or Advanced Adult-Geriatric Practicum (ACNS) Lab (192 clinical hours)		4	4
		Total Credits Spring Semester	6	4	4
		Total Credits (CORE) Includes scholarly project (8 credits)	53		
		Total Credits (Option)		24	22
		Total Credits (core + option)		77 (FNP)	75 (ACNS)

Proposed DNP Degree Program	FNP	ACNS
Total Credits (Core)	53	53
Total Credits (Option)	24	22
Total Credit Hours	77	75
Total Clinical Credits (Hours)	16 (768 hours)	13 (624 hours)
Total Scholarly Project Credits (hours)	8 (384 hours)	8 (384 hours)
Total Clinical Credit Hours	(1152 hours)	(1008 hours)

June 3, 2012

Attachment 1

PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing is also proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015, that the DNP degree be offered as the primary advanced practice nursing degree for all graduate level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

Boise State University	Idaho State University
Boise State University School of Nursing currently offers:	Idaho State University currently offers an Associate Degree in Nursing through the College of Technology.
<ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion 	Idaho State University School of Nursing currently offers:

June 3, 2012

<ul style="list-style-type: none"> • MS in nursing care of populations with emphasis areas in clinical, education and leadership. 	<ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.
<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP

June 3, 2012

<ul style="list-style-type: none"> ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

June 3, 2012

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the ____ day of _____, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the health sciences leadership role; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.

June 3, 2012

3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.
4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.
6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014)

June 3, 2012

<p>available after 2013.</p> <ul style="list-style-type: none"> • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP <p>Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</p> 	<ul style="list-style-type: none"> • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
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8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

(Approved SBOE/ June 21, 2012)

LETTERS OF SUPPORT



November 11, 2011

To Whom it May Concern,

I am writing in support of the Idaho State University School of Nursing's proposal to implement a Doctor of Nursing Practice (DNP) program. According to the 2011 Institute of Medicine Report, *The Future of Nursing. Leading Change. Advancing Health*, nurses are continuously challenged to advance the highest quality, safest and most effective care for better outcomes. It is vital for universities to prepare nurse scientists to conduct research and evaluate ways of promoting health and wellness for clients across the life span, and to prepare leaders in system change for advancing health, policy, education and research.

The ISU program promises a unique approach by combining interprofessional teaching and learning with an emphasis on rural and vulnerable populations. This is an essential element in Idaho where the DNP prepared nurse will lead change through partnerships with patients, families, other healthcare professionals and the community to identify specific healthcare needs, make informed healthcare decisions, evaluate healthcare outcomes and implement interventions. In addition to the academic preparation of new nurses, there is an increasing call for hospitals to recruit DNP prepared nurses to generate, replicate and utilize research and best practice standards in the delivery of patient care and the creation of a healthy work environment. Idaho will benefit from preparing DNP nurse leaders with the tools to use innovative methods to understand and evaluate evidence-based markers to improve and sustain optimum health system changes.

I sincerely support the creation of a DNP program in nursing at Idaho State University.

Miki Goodwin, Ph.D, RN, PHN
Director, Center for Nursing Evidence-based Practice, Research and Innovation
St. Luke's Health System - Treasure Valley

St. Luke's Boise Medical Center
St. Luke's Meridian Medical Center
Chris Roth, CEO
190 East Bannock Street
Boise, Idaho 83712
P (208) 381-2222 Boise
P (208) 706-5000 Meridian

stlukesonline.org



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Health Professions and Nursing

November 8, 2011

Jan Fraser
Idaho State University
School of Nursing
921 South 8th Ave. Stop 8101
Pocatello, ID 83209-8101

Dear Dr. Fraser:

This is a letter of support for the proposed DNP program at Idaho State University.

The initiative by the AACN states that all entering Advanced Practice Nurses hold a DNP by 2015. This initiative is supported by other health care professionals that are in independent practice achieve a higher level of education than a Master's degree. In most cases this is in the form of a clinical doctorate. The complexity of health care and health care systems has necessitated this change.

It is essential that Idaho offer a DNP to insure that health care is provided for its residents at the highest professional standard, while upholding the current initiatives by the AACN. Idaho State University has always upheld the highest academic standards for Advanced Practice Nurses. It is only logical, that ISU support the current initiatives in offering a DNP in the state of Idaho. As nurse educators, it is imperative that we continue to support advanced nursing education in both the academic and clinical arenas.

We offer total support and encouragement for the development of a DNP at Idaho State University

Sincerely,

Gina Prindle, PhD, ARNP, CNE
Director of Nursing
Associate Degree Nursing Program

Lita Burns, PhD, RN
Dean of Health Professions and Nursing

Lewis-Clark
S T A T E
 C O L L E G E
Connecting Learning to Life

November 8, 2011

Dr. Nancy L. Renn, Interim Director
 Idaho State University
 School of Nursing
 921 South 8th Avenue, Stop #101
 Pocatello, ID 83209-8101

Dear Dr. Renn:


Lewis Clark State College extends its support to the Idaho State University School of Nursing as it seeks approval for its new online Doctor of Nursing Practice (DNP) program. This initiative is consonant with the American Association of Colleges of Nursing (AACN) position, which supports the increased preparation level for advanced practices at the DNP level. Additionally, nursing must remain consistent with other health care professions which require a practice doctorate including, pharmacy (PharmD) and Physical Therapy (DPT).

A key component of the proposed program is its online delivery format which will allow nurses to earn the DNP degree without relocating to a campus - often a barrier for working nurses in rural communities who wish to further their education. If this program were approved, nurses earning a DNP within a rural community hopefully would remain in that community and help alleviate the shortage of rural primary care providers in Idaho.

In addition to providing direct patient care, DNP-prepared nurses are eligible to hold a tenure-track faculty positions at higher education institutions. The online DNP program will attract nurses from our local area who wish to combine direct patient care with nursing education, thus improving our pool of qualified, highly educated faculty candidates.

Idaho must keep in step with the rest of the nation with regard to educational standards and requirements. As the health care system and care of patients continues to grow in complexity, advanced education is critical. Idaho State University's Doctorate of Nursing Practice program is one step in providing more educational opportunities for Idaho nurses and in ensuring the highest level of care to the citizens of our state.

Regards,



J. Anthony Fernandez
 President

Office of the President
 500 8th Avenue, Lewiston, ID 83501-2698 • Phone: (208) 792-2216 • www.lsc.edu
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845 West Center, Suite 308 • Pocatello, ID • 83204

PO Box 2377 (83206)

(208) 232-7862 • Fax (208) 232-7869

www.healthwestinc.org

November 3, 2011

Jan Fraser
Idaho State University
School of Nursing
921 South 8th Ave., Stop 8101
Pocatello, ID 83209-8101

Dear Ms. Fraser:

I am writing in full support of the proposal of the ISU School of Nursing to establish an online graduate nursing program: Doctor of Nursing Practice. I understand that this degree will advance the clinical knowledge and skills of advanced practice nurses, who now practice independently in Idaho.

Given the increasing complexities in the management of disease, the exponential growth in medical knowledge, and multiplication in medication options, it is imperative that nurses practicing independently have the training and expertise to offer their patients the best care possible. Changes in health care delivery that emphasize wellness, whole person care, and the patient centered medical home also argue for higher levels of training. Idaho has the lowest per capita level of physicians per population and much of the area is a Health Professional Shortage Area. We are in desperate need of highly skilled professionals to meet the primary care needs of Idaho residents.

Health West strongly encourages the university to add this degree to those offered in the School of Nursing. You will advance the profession of nursing and train future leaders in health care.

Sincerely,

Stephen C. Weeg
Executive Director

Pocatello Aberdeen American Falls Downey Lava McCammon

EXTERNAL REVIEW OF PROPOSED DOCTORATE OF NURSING PRACTICE (DNP)
PROGRAM

IDAHO STATE UNIVERSITY
SCHOOL OF NURSING

Prepared by:

Dr. Kathleen Bradshaw LaSala
Director and Professor
National Institute for Nursing Education and Scholarship
University of Northern Colorado
School of Nursing

Dr. Patricia M. Smyer
Professor
Associate Dean for Academic Affairs
University of Nevada, Las Vegas
School of Nursing

November 15, 2012

Executive Summary

While visiting the Idaho State University (ISU) School of Nursing (SON) the reviewers had the opportunity to interview school and university officials as well as faculty. We reviewed the documents prepared by the School of Nursing and validated the information provided. At this time we recommend support for the DNP Program based upon the following:

- The DNP Program is congruent with and supports the ISU mission of providing statewide education in the health professions. Idaho has an urgent need for increased numbers of primary care providers and the APRN focus of the DNP Program will produce a provider with expanded knowledge to influence and enhance the health care of the citizens of Idaho.
- No institute of higher education in the state of Idaho currently offers a DNP Program that focuses on primary care. The online distance format delivery provides an effective and accessible means for place-bound nurses to continue their education in this rural state.
- There is a long standing and successful history of MSN education particularly in the Family Nurse Practitioner Program. The faculty are well prepared and the curriculum meets the National Organization of Nurse Practitioner Faculty (NONPF) guidelines and is based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2010). There are strong community relationships already established with clinical sites in place for DNP students. Letters of support in the document reflect community partners very much in favor of the DNP Program.
- There is a legacy of clinical/practice doctorates at ISU that has paved the way for the clinical focus of the DNP Program. This understanding by the institution of the development and implementation needs will contribute to a successful launch of this program. Additionally the opportunity for interprofessional clinical opportunities is strong with diverse practice doctorates that can only improve and enhance the healthcare of the citizens of Idaho.
- The institutional support for this program is strong with an enthusiastic faculty and staff. The addition of Dr. Mary Nies, Associate Dean Division of Health Sciences [DHS], Director School of Nursing [SON], who has experience in interprofessional education as well as DNP Program development, is a strong indicator of the support this program receives.
- The ISU-SON budget projections and targeted growth, along with adequate faculty resources and administrative personnel, provide evidence of readiness to implement this DNP Program in Fall 2013.

Recommendations:

- Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the program particularly related to CCNE accreditation. Organization of the program related to appropriate clinical placements, student recruitment, faculty development and project supervision assignments will be vitally important. Faculty development related to characteristics of DNP Project versus PhD Dissertation will be essential to successful and timely student completion.
- Additional faculty are planned and this will be very important as the program grows. Aggressive recruitment activity to get the 2 DNP lines in place early in program development will be important.
- Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as this is a clear differentiation from the PhD in Nursing which is research focused.

The most salient recommendations and the reasons we support the implementation of the DNP Program at ISU-SON have been summarized in this Executive Summary. Elaboration on these conclusions and additional recommendations are found on the following pages.

Background

An invitation to review the ISU-SON DNP Program proposal was extended in October 2012 after reviewer approval by the Idaho State Board of Education. A site visit was scheduled for November 12, 2012. Documents for review prior to the visit included the Idaho State Board of Education *Proposal for Graduate and Doctoral Degree Program* and the proposed starting date was Fall 2013. The reviewers were able to meet with approximately 34 individuals to include administrators, staff and faculty. This provided an opportunity for a comprehensive evaluation of the program proposal. The reviewers are both from Schools of Nursing that house accredited DNP Programs. Dr. LaSala is the Director of the SON at the University of Northern Colorado and Dr. Smyer is the Associate Dean for Academic Affairs at the University of Nevada, Las Vegas. Both have extensive experience in program development at both the undergraduate and graduate levels. Most importantly, we have had recent experience in accreditation and program development of our respective DNP Programs. Dr. Smyer has been an on-site evaluator for the Commission on Collegiate Nursing Education (CCNE) since 1999. Dr. LaSala has served on numerous external review committees for nursing and health sciences programs. Both reviewers have institutional grant experience as well as numerous scholarly publications and presentations.

The review team were on-site on November 12, 2012. The team met with Dr. Mary Nies, Associate Dean Division of Health Sciences, Director of the School of Nursing (SON), Dr. Karen Neill, Associate Director for Graduate Studies (SON) and Dr. Tina Mladenka, Associate Director for Undergraduate Studies (SON). The full faculty met with the team reviewers with additional time spent only with the SON graduate faculty for discussion related to the DNP Program.

The review team met with the Dr. Rex Force, Associate Dean for Clinical Research, DHS, Dr. Debra Easterly, Executive Director of Sponsored Programs, and Teri Peterson, Statistician, DHS. This meeting assisted the review team to ascertain the research and scholarly structure that will support the DNP Program.

The library resources, particularly online resources, were explored in a meeting with Dr. Sandra Shropshire of the Eli Oboler Library. The distance learning model of the SON has been in place for some time and the online library resources were in place.

A meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean of the DHS provided the review team with specific information related to the relationship of DHS to the SON. Dr. Hatzenbuehler expressed strong support for the proposed DNP Program. The review team also met with Dr. Laura Woodworth Ney, Associate Vice President of Academic Affairs and Dr. Nicole Hill, Interim Dean Graduate School. Support and commitment for this proposed DNP Program was evident in the discussions.

These meetings provided the review team with information and clarified questions from the proposal documents. The discussions were collegial and professional and all participants were open to questions and recommendations.

Need

Nationally and in the state of Idaho there is a need for nurses prepared at the doctoral level in the clinical arena that can lead national and state practice and health system change. The Institute of Medicine (IOM) report *The Future of Nursing, Leading Change and Advancing Health* (2010) specifically recommended doubling the number of nurse with doctoral degrees by 2020. The DNP is one avenue, aside from the research intensive PhD, to meet this challenge. Additionally, this proposed DNP Program is consistent with the State Board of Education (SBOE) vision and mission which is "to provide accessible, seamless public education through improved student access, efficient use of resources, and collaboration to meet the needs of Idahoans including those distant from campus" (SBOE).

Another area evident in Idaho workforce data related to health care provider need is the critical need for advanced practice nurses, particularly in primary care. The *Department of Labor Nursing Overview* publication clearly relates that there will be an anticipated critical shortage of APRNs in primary/acute care and education by the year 2018 in Idaho. The DNP Program at ISU-SON focuses on primary care with certification options of Family Nurse Practitioner and Adult/Geriatric Clinical Nurse Specialists (ACNS). APRNs are key providers of primary care in Idaho now and often have been educated at ISU-SON at the MSN level. The expanded knowledge related to the APRN role with a DNP degree will enhance clinical and leadership opportunities for nursing in the complex healthcare system we face.

This program is congruent with ISU dedication to the education of health professionals and is the state's lead institution for health programs, designated by the State Board of Education (SBOE). The Division of Health Sciences mission is to enhance the quality of life of the residents of Idaho and the greater community through the education of students in the health professions. The DNP program fits well into the rich legacy of practice doctorates already established at ISU Division of Health Sciences.

The state workforce data provides overwhelming evidence for increased APRNs educated at the doctoral level to meet primary care needs of the citizens of Idaho. The SBOE mission and strategic initiatives, national professional organizations, and ISU's clear mission of health education provide evidence for need for the proposed ISU SON DNP Program.

Resources

Faculty

The team reviewers met with the Undergraduate and Graduate Faculty during the on-site visit. These faculty members also had experience with the MSN FNP/ACNS options. They were overwhelming in favor of moving the APRN education to the doctoral level. The projected start date is Fall 2013 for the DNP Program and there were graduate faculty eager to teach in the proposed curriculum. Two faculty members have DNP degrees with two more to be recruited. DNP courses are often taught by PhD prepared faculty as well as DNP faculty so there are enough graduate faculty to meet course development and implementation. It will be important for the graduate faculty as a whole to have faculty development sessions related to the difference between a DNP Project and a PhD Dissertation. Additionally, mentoring in the role of Chair of a doctoral committee will be important. The SON has several faculty who have served as chairpersons and the DNP prepared faculty can all serve as a resource for the DNP Project committees to provide a successful student experience.

The team reviewers concluded that the SON is very well positioned to begin the DNP Program. The prior success of the MSN FNP/ACNS provides the major building block for the new DNP Program with clinical sites and close community relations and outreach. The school is starting with 8 full time students and 8 part time students. This is a realistic plan and will allow for thoughtful planned growth of the program. The recruitment of additional DNP faculty will be important as the students move toward DNP Project completion. This will require mentoring of students in publication and dissemination activities of these DNP Projects to move the nursing profession forward.

Administrative Support

The SON has an Office Specialist (1.0 full time equivalent FTE) currently assigned to graduate nursing programs, and will have 0.5 FTE to support the DNP program. The SON currently has a Clinical Coordinator with 0.5 FTE available to support the DNP program. The SON also has an Academic Advisor (1.0 FTE) to support graduate and undergraduate students, and has available on-site Information Systems Technician (0.5 FTE), which will be helpful since it is an online program. The SON has years of experience addressing online education at the Masters FNP level, so this transition should go very smoothly. We recommend increasing the reassigned time for the DNP Program Coordinator to assure adequate direct leadership in the academic, clinical oversight, student and faculty issues, as well as to help collect, analysis and present data for CCNE accreditation.

Our meetings with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean, Division of Health Sciences, assured us of her support for the proposed DNP Program. She is well aware of the needs of the program and has provided the resources needed to be

successful. As stated above, the Graduate School Interim Dean and the Associate Vice President of Academic Affairs provided strong support and understanding of the needs of the program. The program is ready to begin recruitment of students and additional faculty once approved.

Students

Recruitment of students should be a natural flow from those that would have enrolled in the Masters FNP or ACNS program to those who will now need to apply for the DNP Program. Based on AACN's position statement on the Doctorate of Nursing Practice, the DNP will be the required degree for Advanced Practice Nursing by 2015. The School has had a robust enrollment in the past, and this is projected to continue at the DNP level. Education of the community will need to continue, to help support an understanding of this higher level of educational preparation.

Facilities

Division of Health Sciences (DHS):

The SON is a vertical, independent entity within ISU-DHS which includes the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. The primary mission of the DHS is to enhance the quality of life of the residents of Idaho and the greater community. An integral part of the DHS mission is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education. In our meeting with Dr. Rex Force, Interim Associate Dean for Clinical Research, Dr. Debra Easterly, Executive Director of Sponsored Programs, and Dr. Teri Peterson, DHS Statistician, we were able to assure strong resources and expertise in scholarly, clinician works and interprofessional activities.

Idaho Health Sciences Library:

In our meeting with Dr. Sandra Shropshire, Dean Eli Oboler Library, we were assured the existing and proposed new sustainable library support for the DNP Program. In addition to the resources that already exist, a growing budget for both the proposed DNP and PhD programs (\$63,000 total) will help support the academic programs. The availability of online resources is strong, with historical experience in dealing with distance student needs.

SON Building:

The ISU facility in which the SON is housed has sufficient space for the proposed DNP Program. The DNP academic program will be online; however the faculty plan to bring the students on-site for an orientation. Office space for new faculty will need to be provided, as well as teaching and scholarship support. Some faculty are located at the Meridan-ISU

campus located near Boise, Idaho. Faculty and administrative leaders believe there is adequate space for these needs.

Equipment:

The SON has a long history of online course delivery and Masters FNP education. Faculty are familiar with the SON's online platform (Moodle) and technical support for both faculty and students is already in place. Due to the nature of online education, it will be essential for ISU to upgrade computer technology as it both ages and expands.

Curriculum

The DNP Program at ISU-SON has been developed according to the National Organization of Nurse Practitioner Faculties (NONPF) guidelines and is based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2010). The curriculum is designed to prepare clinical leaders who can effectively evaluate clinical outcomes, identify and manage health care needs of individuals, families and populations, use technology and information to transform the health care system, and participate in interprofessional collaboration to develop efficient and effective models of health care delivery. Additionally, the DNP graduate will be eligible to sit for the national credentialing examination for each option. Specifically, the Family Nurse Practitioner (FNP) is prepared to be a leader in primary care, combining the roles of provider, mentor, educator and administrator. The FNP is prepared to practice autonomously and in collaboration with other healthcare professionals to provide evidence-based care to individuals, families, and populations across the lifespan in a variety of settings. The Adult-Geriatric Clinical Nurse Specialist (ACNS) demonstrates expert knowledge and ability to advance health care in adult and geriatric populations. The ACNS functions in collaboration with health care professions for continuous improvement of patient outcomes and nursing care through three spheres of influence including the patient, nurse and system (Consensus Model for APRN Regulation, 2008).

The team reviewers found an especially strong component of the DNP Program to be the emphasis on interprofessional collaboration. These opportunities within the Division of Health Sciences provide an exciting opportunity for nursing. This was strongly supported at all levels within ISU.

The curriculum consists of 77 credits hours for the FNP and 75 credits for the ACNS. Of these credits, 53 are core courses. Approximately 1,152 hours of clinical contact hours for the FNP and 1,008 clinical contact hours for the ACNS and this more than meets the 1,000 hours required for accreditation. The sharing of PhD and DNP courses is also an efficient and effective resource for the program. Three courses are shared NURS 8809 Rural/Global Communities in Society, NURS 8826 Advanced Scientific Writing, and NURS 8840 Health Policy. These courses provide an opportunity for DNP and PhD students to interact.

understand the elements of their role in doctoral education, and provide opportunities to discuss collaborative projects and research.

The curriculum includes a scholarly DNP Project which enables the student to synthesize scientific evidence within a practice environment to improve healthcare outcomes. The project will incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems and will translate scientific and theoretical principles into clinical practice. It will be important, as mentioned previously, that all graduate faculty can differentiate characteristics of a DNP Project versus a PhD Dissertation required by a PhD in Nursing. Faculty development opportunities should be planned early in the program to facilitate student success. Mentoring of faculty who have not chaired a committee will also be a crucial component of this endeavor.

Additional Considerations

Faculty Considerations

Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the DNP Program particularly related to CCNE accreditation. Organization of the implementation of the program related to appropriate clinical placements, recruitment, faculty development and project supervision assignments will be of importance. Faculty development related to characteristics of DNP Project versus dissertation will be essential to positive student completion. Establishing a clear faculty practice agreement or policy will be necessary to be in compliance with CCNE and NONFP requirements. ISU's policy on consultation could be used for this purpose.

Curriculum

Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as these are clear lines of differentiation from the PhD in Nursing which is research focused.

SUMMARY: This review team strongly supports the proposed DNP Program at the ISU School of Nursing. We believe this should be approved as soon as possible as it addresses the needs of nurses for educational opportunities and, most importantly, will improve and enhance the healthcare needs of the citizens of Idaho.

Thank you for the opportunity to be part of the review process for the proposed ISU-SON DNP Program. Additionally, the cordial welcome and hospitality of the administration, faculty and staff was appreciated. We wish you great success in the endeavor.

Dr. Kathleen LaSala

Dr. Patricia Smyer

11/17/12

Idaho State University
School of Nursing

Response to external review report conducted by Dr. Kathleen Bradshaw LaSala and Dr. Patricia M. Smyer.

The report of the external review process of the proposed Doctor of Nursing Practice degree program options in the School of Nursing at Idaho State University was received by Dr. Mary Nies on 11/15/12. The report included the following recommendations (p. 3):

1. Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the program particularly related to CCNE accreditation. Organization of the program related to appropriate clinical placements, student recruitment, faculty development and project supervision assignments will be vitally important. Faculty development related to characteristics of DNP Project versus PhD Dissertation will be essential to successful and timely student completion.
2. Additional faculty are planned and this will be very important as the program grows. Aggressive recruitment activity to get the 2 DNP lines in place early in program development will be important.
3. Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as this is a clear differentiation from the PhD in Nursing which is research focused.

The following is in response to reviewer recommendations:

- 1) The School of Nursing at Idaho State University currently has faculty members assigned as coordinators in the graduate program. We will assign a coordinator for the proposed Doctor of Nursing Practice (DNP) degree program as well, with clear role expectations established. These role expectations will include organization of the program working directly with the Associate Director of Graduate Studies, clinical placements, recruitment and retention of students, faculty development, and supervision of the scholarly project requirement among other responsibilities.

A plan has been established for mentoring of faculty in preparation for DNP committee participation in the Chair or member role related to the scholarly project requirement of the DNP program. Dr. Nies and Dr. Schwartz who have both previously served on doctoral committees as Chair will conduct faculty development sessions for preparation to serve on student committees for the scholarly project. The scholarly project is focused on evidence based practice and will be completed as part of the DNP curriculum. Current

DNP faculty had worked closely with Ph.D. prepared faculty in the delineation of the requirements of the scholarly project, and this is recognized to be very different than the dissertation which involves the completion of original research. Regular faculty development sessions have been planned as a component of the established Graduate Council in Nursing meetings to support success. During the campus visit, the external reviewers recommended two specific meeting times be established prior to the student's second year of study dedicated to proposal development related to the scholarly project. This recommendation will be implemented to support successful and timely student completion.

- 2) Two faculty positions are currently open in the School of Nursing specific to support of the DNP program and are being advertised. A search committee has been established which includes current DNP faculty. The plan is to hire additional DNP prepared faculty in the spring of 2013.
- 3) The curriculum for the DNP degree options was carefully reviewed by graduate faculty members following the external review. Course titles and descriptions were revised to support a clear differentiation of evidence based practice emphasis in the proposed DNP degree options.

11/17/12 (KN)

Education

Field or Group	Display	Permission
Degree	Drop Down	
Explanation of "Other"	Text	
Emphasis/Major	Text	
School	Text	
		College: College of Arts and Letters College: College of Education College: Division of Health Sciences College: College of Science and Engineering College: College of Technology College: Library
Location of Institution	Text	
Supporting Areas of Emphasis	Text	
Dissertation/Thesis Title	Text	
		College: College of Arts and Letters College: College of Education College: Division of Health Sciences College: College of Science and Engineering College: College of Technology College: Library
Honor/Distinction	Drop Down	
Highest Degree You Have Earned?	Drop Down	
Year Completed	Text	

Options

BA
BBA
BS
DBA
JD
MA
MBA
MS
Ph D
Other

Cum laude
Magna cum laude
Summa cum laude
Egregia cum laude
Yes
No

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	16	0	16	0	24	0	56
B. Shifting enrollments	0	0	0	16	0	32	0	48

II. REVENUE

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$155,990.00		\$235,739.00		\$293,201.00		\$684,930.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees	\$87,750.00		\$175,500.00		\$307,126.00		\$570,376.00	\$0.00
6. Other (Local Fund Reallocation)	\$3,073.00		\$17,259.00		\$0.00		\$20,332.00	\$0.00
Total Revenue	\$246,813.00	\$0.00	\$428,498.00	\$0.00	\$600,327.00	\$0.00	\$1,275,638.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.00	0.00
2. Faculty	\$155,990.00		\$235,739.00		\$330,849.00		\$722,578.00	\$0.00
3. Administrators							\$0.00	\$0.00
4. Adjunct Faculty							\$0.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	\$45,884.00		\$124,697.00		\$166,934.00		\$337,515.00	\$0.00
8. Fringe Benefits							\$0.00	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel and Costs	\$201,874.00	\$0.00	\$360,436.00	\$0.00	\$497,783.00	\$0.00	\$1,060,093.00	\$0.00

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$8,784.00		\$13,153.00		\$21,284.00		\$43,221.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications	\$2,371.00		\$4,743.00		\$8,300.00		\$15,414.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$8,033.00		\$16,066.00		\$28,115.00		\$52,214.00	\$0.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous	\$5,751.00		\$13,500.00		\$23,627.00		\$42,878.00	\$0.00
Total Operating Expenditures	<u>\$24,939.00</u>	<u>\$0.00</u>	<u>\$47,462.00</u>	<u>\$0.00</u>	<u>\$81,326.00</u>	<u>\$0.00</u>	<u>\$153,727.00</u>	<u>\$0.00</u>

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$20,000.00		20600		\$21,218.00		\$61,818.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	<u>\$20,000.00</u>	<u>\$0.00</u>	<u>\$20,600.00</u>	<u>\$0.00</u>	<u>\$21,218.00</u>	<u>\$0.00</u>	<u>\$61,818.00</u>	<u>\$0.00</u>
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	<u>\$246,813.00</u>	<u>\$0.00</u>	<u>\$428,498.00</u>	<u>\$0.00</u>	<u>\$600,327.00</u>	<u>\$0.00</u>	<u>\$1,275,638.00</u>	<u>\$0.00</u>
Net Income (Deficit)	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

BOISE STATE UNIVERSITY

SUBJECT

Approval of New Online, Self-support Doctor of Nursing Practice Program-
Leadership in Nursing Populations

REFERENCE

June 2012 Board Approved the MOU

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a self-support, online program that will lead to a Doctor of Nursing Practice (DNP) degree that will focus on leadership in the nursing populations. The program is designed for nurses seeking a terminal degree in nursing practice that is an alternative to the research focused Ph.D. Entry into the DNP program will require a current Registered Nurse (RN) license, a Bachelor's degree in nursing with a master's degree in a related field or a master's degree in nursing.

The proposed program will emphasize the use of evidenced-based practice to enhance the development of interventions that affect health outcomes and that are effective even in highly complex healthcare systems. Program graduates will be able to assume a leadership role in multiple settings including, but not limited to, acute care, ambulatory care, and community-based care.

Students will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development and evaluation. Each student will also complete at least 500 clinical hours of practicum experience.

The proposed program will integrate the curricular elements from the American Association of Colleges of Nursing's (AACN) "Essentials of Doctoral Education for Advanced Nursing Practice." The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. As a post-master DNP, much of the curriculum of the proposed program will be focused on content specific to leadership, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the AACN.

In 2004, the American Association of Colleges of Nursing (AACN) proposed that professional nursing move the current level of preparation for advanced nursing practice from the master's level to the doctoral level. Additionally, the recent

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

report from the Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. It is important, therefore, that nursing graduate education focus on competencies that include leadership, health policy, system improvement, evidence-based practice, and research.

Over the last year, members of BSU's School of Nursing advisory board have expressed the need for an advanced nurse at the doctoral level who would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform.

BSU and ISU School's of Nursing entered into a Memorandum of Understanding (MOU) that outlines graduate education for the two schools. The MOU was presented to the Board and approved at the June 2012 Board meeting. In accordance with that MOU, BSU is bringing forth a DNP proposal that will be an indirect advanced practice nurse with a concentration on leadership in nursing of populations. This indirect care practitioner will be in administrative, legislative, education and leadership roles. BSU will admit RN students who hold a master's degree. ISU is bringing forward a DNP proposal that will be a direct care advanced practice nurse with a specialty as a Family Nurse Practitioner, and will admit both baccalaureate and master prepared nurses. Both schools are proposing to deliver their programs online.

Support for the proposed DNP program was provided by Saint Alphonsus Health System, St. Luke's, Idaho Alliance of Leaders in Nursing, and the Idaho Hospital Association.

IMPACT

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program consistent with Board Policy V.R. The proposed self-support program will assess a student fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all-inclusive; no additional fees will be imposed. Professional services consist of course development fees paid to BSU's Division of Extended Studies. Other Services consist of simulation lab fees and equipment fees. Miscellaneous fees consist of liability insurance, credit card fees, and other miscellaneous costs. Indirect costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

ATTACHMENTS

Attachment 1 - Proposal

Page 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University proposes to create a new self-support, online program that will lead to a Doctor of Nursing Practice with a focus on leadership in the nursing populations. This program builds upon content of BSU's existing Master in Nursing and Master of Science in Nursing. The program is designed to be a part-time program and will consist of 40 credits in eight (8) semesters. The DNP will admit 15 students per year for the first several years and then 16 per year thereafter.

Consistent with Board Policy III.G., BSU's proposed DNP program was reviewed by an external review panel consisting of Dr. Nancy Bittner, Regis College and Dr. Denise Robinson, Northern Kentucky University. The panel reviewed the proposal utilizing criteria from standards promulgated by the National League for Nursing Accreditation Commission (NLNAC). External reviewers felt the "proposed program was very well designed and lays the ground for a high-quality Doctor of Nursing Practice Program." They also noted that the proposal is "very timely and addresses an important regional and national need for doctoral prepared nurses." Reviewers recommended support for the program but also offered several recommendations, which BSU has addressed.

While the DNP program will be offered as an online, asynchronous program utilizing Blackboard, students will be expected to come to campus for approximately three onsite intensive course workshops over the course of three years of part-time instruction.

Currently, there is no Doctor of Nursing Practice program in Idaho. There are several bordering institutions that offer a DNP program such as the University of Nevada, Touro University, Oregon Health and Science Technology, University of Portland, University of Utah, Rocky Mountain University of Health Professionals, and University of Washington. Washington State University has a DNP program, which was scheduled to start in 2012.

BSU's request to create a new online, self-support Doctor of Nursing Practice is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region. Pursuant to III.Z, BSU and ISU share the Statewide Program Responsibility for Nursing. The following represents programs in nursing currently being offered:

Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
CSI	Nursing, Registered	AS	CSI Campus	Traditional with some portion avail online
CSI	Nursing, Practical	TC	CSI Campus	
BSU	Nursing	B.S.	Boise	Traditional
BSU	Nursing (self-support)	B.S. completion	Boise	On-line
BSU	Nursing	M.S.N., M.N.	Boise	On-line
ISU	Nursing (professional fee)	BS	ISU Campus	Online/Distance Learning,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
ISU	Nursing (professional fee)	MS	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	PM Cert	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	MS, PM Cert	ISU-Meridian Ctr	Online/Distance Learning
ISU	Nursing (professional fee)	BS	University Place	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	A.S.	Coeur d'Alene	Traditional Web-Enhanced
CWI	Nursing - Registered	AS	Nampa	Traditional
ISU	Nursing (BSRN Completion) professional fee	BS	CSI Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing (BSRN Completion) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
CSI	Nursing (BSRN Completion)	BS	CSI Campus	
ISU	Nursing (Fast-track) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
LCSC	Nursing, Basic BSN	BSN	LEW/CDA	classroom
LCSC	Nursing, RN to BSN	BSN	LEW/CDA	online
ISU	Nursing: Education Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option	MS Option	University Place	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	Tech. Certificate	Coeur d'Alene	Traditional Web Enhanced Interactive Video

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support Doctor of Nursing Practice program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Doctor of Nursing Practice program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECEIVED

NOV 14 2012

PROVOST

Institutional Tracking No.

ATTACHMENT 1
12-03

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	November 18, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Doctor of Nursing Practice
Degree:	Doctor of Nursing Practice
Method of Delivery:	Online
CIP code (consult IR /Registrar)	53.3818
Proposed Starting Date:	Fall 2013
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- ☐ New Graduate Program
 ☐ Contract Program/Collaborative
- ☒ New Doctoral Program
 ☐ Expansion of an Existing Graduate/Doctoral Program
- ☐ New Off-Campus Graduate Program
 ☐ Consolidation of an Existing Graduate/Doctoral Program
- ☐ New Off-Campus Doctoral Program
 ☐ Discontinuation of an existing Graduate/Doctoral Program

[Signature] 11/14/12
College Dean (Institution) Date

Vice President for Research (as applicable) Date

[Signature] 11/14/12
Graduate Dean (as applicable) Date

Academic Affairs Program Manager Date

[Signature] 11/14/12
Chief Fiscal Officer (Institution) Date

[Signature] 1/22/13
Chief Academic Officer, OSBE Date

[Signature] 11/20/12
Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

[Signature] 11/20/12
President Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes to create a self-support, wholly online, post-master's Doctor of Nursing Practice (DNP) program with a focus on leadership in the nursing of populations.

The proposed program was recently reviewed by Dr. Nancy Phoenix Bittner of Regis College, Boston, MA, and Dr. Denise Robinson, Northern Kentucky University, Highland Heights, KY. They described the readiness of Boise State University to embark on this new program as follows (Appendix F):

"The Boise State University School of Nursing is well positioned to embark on the development and implementation of the Doctor of Nursing Practice degree program. The nursing faculty and leaders have demonstrated their expertise in quality advanced practice nursing education. The DNP program is a natural extension of the existing quality education programs at BSU. The demonstrated leadership of Dr. Springer and the leadership team, dedication of the faculty and the overwhelming support of the College administration secures the successful offering of this program."

The proposed program is part of a broader set of existing and proposed graduates programs at Boise State University and Idaho State University, as described in a Memorandum of Understanding (Appendix A). Boise State University will have the following set of graduate programs:

- Existing MS in Nursing and Master of Nursing
- New Master's level degree in Adult Gerontology Nurse Practitioner (proposed simultaneously)
- Two new graduate certificates: Adult Gerontology Nurse Practitioner - Acute Care and Adult Gerontology Nurse Practitioner - Primary Care (proposed simultaneously)
- A Doctor of Nursing Practice (this proposal)

Idaho State University has submitted proposals for a new PhD and a new DNP to be added to their already existing Master's level programs.

The proposed post-master DNP will focus on nursing of populations with an emphasis on evidenced-based practice that enhances development of interventions that impact health outcomes and are effective in complex healthcare systems. The curriculum of this program will provide nurses with existing master's degrees the opportunity to develop skills necessary to be nurse leaders and educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations. This program will build upon the content of our existing Master in Nursing & Master of Science in Nursing curricula.

In 2004, the American Association of Colleges of Nursing (AACN) proposed that professional nursing move the current level of preparation for advanced nursing practice from the master's level to the doctoral level. The proposed DNP accomplishes that move, and is designed for nurses seeking a terminal degree in nursing practice that is an alternative to the research focused PhD. The DNP

graduate will be able to assume a leadership role in multiple settings including, but not limited to acute care, ambulatory care, and community-based care.

The “Essentials of Doctoral Education for Advanced Nursing Practice” (AACN, 2006) outlines core foundational curricular elements and competencies specific to the DNP advanced nursing graduate. Eight elements from the AACN essentials document will be integrated within the curriculum of the proposed program: 1) Scientific Underpinnings for Practice, 2) Organizational and Systems Leadership for Quality Improvement and Systems Thinking, 3) Clinical Scholarship and Analytical Methods for EBP, 4) Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, 5) Health Care Policy for Advocacy in Health Care, 6) Inter-professional Collaboration for Improving Patient and Population Health Outcomes, 7) Clinical Prevention and Population Health for Improving the Nation’s Health, and 8) Advanced Nursing Practice.

These essentials address the core foundational competencies for all advanced nursing practice. The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. As a post-master DNP, much of the curriculum of the proposed program will be focused on content specific to leadership, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the AACN.

Entry into the post-master DNP will require a current RN license, a Bachelor’s degree in nursing with a master’s degree in a related field or a master’s degree in nursing at a NLNAC or CCNE accredited academic institution. The DNP will be offered online, admitting at 15 students per year for the first several years and 16 per year thereafter. The program will be designed to be a part-time program, as was determined appropriate by a community assessment, and will consist of 40 credits in 8 semesters.

2. List the objectives of the program. The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The following are the objectives of the program, grouped by curricular thread.

Critical Inquiry/Clinical Reasoning

1. Uses theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations, and communities to improve population-based outcomes.
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes.

Communication

1. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations, and communities.
2. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies.

3. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations.

Experiential Learning

1. Construct and implement strategies to improve health care processes and evaluate outcomes of practice, practice patterns, and systems of care.
2. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations.

Global World View

1. Designs, implements, and analyzes innovative policies and processes to enhance the health of local, regional, national, and global populations.
2. Creates, implements, and evaluates cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations.

Professionalism and Leadership

1. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes.
2. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes.
3. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice.
4. Employ empirical and culturally sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: 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 outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: 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.

Specialized Accreditation: The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission (NLNAC) accreditation, indicating a high quality master's

November 7, 2012

Page 4

program. Once the DNP program is developed, we will seek NLNAC accreditation for this graduate program. We will apply for candidacy (the first step in accreditation) in fall, 2013 and plan to receive full accreditation in fall, 2015. The DNP program will be developed around the NLNAC standards to ensure high-level education for our graduates.

According to AACN, indicators of quality for a DNP program include ... ‘substantial access to nursing practice expertise and opportunities for students to work with and learn from a variety of practice experts including advanced clinicians, nurse executives, informaticists, or health policy makers. Thus, schools offering the DNP should have faculty members, practice resources, and an academic infrastructure that support a high quality educational program and provide students with the opportunities to develop expertise in nursing practice’ (AACN, 2006). In addition, there should be an academic environment focused on practice, continuous improvement, culture of inquiry and practice scholarship.

Program outcomes and methods of assessment will be outlined in our Systematic Evaluation Plan. That plan will provide the blueprint for data collection and specify how that data will be analyzed, thereby providing a method to ensure that program integrity and quality are achieved and maintained as the program progresses and evolves.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*
 - A. **NURS 601 SCHOLARLY PROJECT I (0-8-2)(F/S/SU).** Assessment and identification of nursing practice issues focused on a population of interest that lays the groundwork for development of the culminating scholarly project while investigating the DNP role. This course includes at least 16 hours of formalized discussion with faculty advisor per semester. (Pass/Fail) PREREQ: NURS 604.
 - B. **NURS 602 ADVANCED PRINCIPLES OF POPULATION HEALTH NURSING (3-0-3)(F/S/SU).** Analyzes impact of social, cultural, ecological, & systems of care delivery factors on health care disparities across population groups. Evaluates the DNP role in disease prevention and health promotion for populations, utilizing a social, justice framework; explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs. PREREQ: NURS 620.
 - C. **NURS 603 SCHOLARLY PROJECT II (0-8-2)(F/S/SU).** Immersive practice experience with a population of interest that includes planning of the culminating scholarly project and examination of DNP role within a health care system. Includes at least 16 hours of formalized discussion with faculty advisor per semester. An oral proposal of the project must be approved by the supervisory committee to satisfactorily complete the course. (Pass/Fail.) PREREQ: NURS 601.
 - D. **NURS 604 DESIGNING MODELS OF HEALTH CARE DELIVERY (3-0-3)(F/S/SU).** Synthesizes evidence, theories, and scientific principles to create new individual, aggregate, and population health care delivery models and approaches. Comprehensive program planning knowledge and analytical skills will be used to evaluate and ameliorate the interactions between complex practice, organization/system, population, policy, economic, and political issues affecting diverse populations and practice settings. PREREQ: Admission to DNP Program or PERM/INST.

- E. NURS 605 SCHOLARLY PROJECT III (0-8-2)(F/S/SU).** Immersive practice experience with a population of interest that includes implementation of scholarly project and role of the DNP. Includes at least 16 hours of formalized discussion with faculty advisor per semester. (Pass/Fail.) PREREQ: NURS 603.
- F. NURS 606 CONSTRUCTING LEADERSHIP FOR THE DNP (3-0-3)(F/S/SU).** A comprehensive examination of leadership theories and styles, understanding of ethical, principled leadership skills, and an analysis and application of innovative leadership techniques and strategies. Uses reflection and leadership development strategies to actualize the DNP leadership role. PREREQ: NURS 620.
- G. NURS 608 HEALTH CARE POLICY AND ADVOCACY (3-0-3)(F/S/SU).** Prepares students to analyze, influence, develop, and implement health related policies at all levels. Focus on principles and strategies to influence policymakers, lead stakeholder teams, and engage in advocacy efforts for health care consumer populations, providers, systems of care, and other stakeholders in policy and public forums. PREREQ: NURS 606.
- H. NURS 609 HEALTH CARE POLICY & ADVOCACY PRACTICUM (0-8-2) (F/S/SU).** Provides the student the opportunity to experience leadership and professional development alongside an experienced local, regional or national health care policy leader. PREREQ/COREQ: NURS 608.
- I. NURS 610 LEADERSHIP FOR ORGANIZATIONS, SYSTEMS, AND POPULATIONS (2-0-2)(F/S/SU).** Prepares the student for a leadership role in a complex health care system and refines leadership skills to assess and transform practice environments, to lead change, and to enhance the quality of health care delivery systems in the context of the organizational culture and inter-professional collaboration. Addresses advanced application of economic theory, financial principles and financial modeling in the health care market. PREREQ: NURS 606.
- J. NURS 612 TRANSLATION, INTEGRATION, AND DISSEMINATION OF EVIDENCE (3-0-3)(F/S/SU).** Analyzes and evaluates concepts associated with evidence-based nursing practice models. Translating evidence-based practice includes: evidence-based practice recommendations, practice change, evaluating outcomes, and diffusing innovation. Uses translational science to apply evidence to practice. PREREQ: NURS 614.
- K. NURS 614 OUTCOMES MANAGEMENT ANALYSIS (4-0-4)(F/S/SU).** Analysis of epidemiological, bio-statistical, environmental, and other data related to individual, aggregate, and population health. Emphasis on business and economic processes for analysis of cost effective health care outcomes. PREREQ: NURS 602 and Graduate level statistics and managerial epidemiology or equivalent.
- L. NURS 616 HEALTH CARE TECHNOLOGY, INFORMATION SYSTEMS, AND QUALITY (3-0-3)(F/S/SU).** Prepares students to use evidence and advanced knowledge of technology to lead improvements in communication and the monitoring, collection, management, analysis, and dissemination of information that enhances health and health care safety and quality. Focused on design, selection, use, and evaluation of legal, ethical, just, and cost-effective information-management processes to evaluate health and practice outcomes in diverse, aggregate-focused, advanced practice settings. PREREQ: NURS 618.
- M. NURS 618 QUALITY IMPROVEMENT AND EVALUATION METHODOLOGY (3-0-3)(F/S/SU).** Appraises the study, understanding, and challenges of quality care measurement and improvement to assure high quality health care outcomes in practice, systems of care,

November 7, 2012

Page 6

organizations and communities, and populations. Uses evidence, research, and outcome information to improve nursing practice, care-delivery models, and health care systems. PREREQ: NURS 602.

- N. NURS 620 SCHOLARLY INQUIRY AND ADVANCED EVIDENCE-BASED PRACTICE (3-0-3)(F/S/SU).** Examines foundational and philosophical aspects of nursing science related to the role of the DNP. Uses applied research methods and design of health care research and evidence-based practice related to advanced clinical scholarship to examine relevance to nursing and health care practice. (Pass/Fail.) PREREQ: Admission to DNP Program or PERM/INST.
- O. NURS 621 SCHOLARLY PROJECT IV (0-8-2)(F/S/SU).** Culminating immersive practice experience with a population of interest that includes evaluation of the scholarly project, written report of completed work and appraisal of the role of the DNP. An approval of supervisory committee at end of course. PREREQ: NURS 605.
- P. NURS 623 SCHOLARLY CLINICAL EXPERIENCE (0-3 Variable)(F/S/SU).** Course with variable credits for those students who do not have 500 clinical hours prior to entrance in the DNP program. Clinical experiences in leadership developed with the student to ensure completion of 1000 hours of clinical upon completion of DNP program. PREREQ: Admission to DNP Program.

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix B.** *For discontinuation requests, will courses continue to be taught?*

6.

Credit hours in department-offered required courses:	32
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	8
Total credit hours required for completion:	40

6. **Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

Students will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development & evaluation. Students will satisfactorily make a final presentation of their scholarly project. Each student will complete at least 500 (five hundred) clinical hours of practicum experience.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** *If the proposed request is similar to another state program, provide a rationale for the duplication.*

There is no Doctor of Nursing Practice program in the state of Idaho at this time.

BSU and ISU Schools of Nursing signed a Memorandum of Understanding (MOU; Appendix A) that outlines graduate education for the two schools. ISU is in the process of developing both a PhD program and a DNP program. The DNP proposed by ISU will be a direct care advanced practice nurse with a specialty as a Family Nurse Practitioner, and will admit both baccalaureate and master prepared

November 7, 2012

Page 7

nurses. In contrast, the DNP proposed by BSU will be an indirect (meaning that the DNP graduate would not be educated for a new role directly responsible for providing patient care) advanced practice nurse with a concentration on leadership in nursing of populations. This indirect care practitioner will be in administrative, legislative, education and leadership roles. BSU will admit RN students who hold a master's degree. Both schools are proposing to deliver their programs online.

Bordering states that have institutions currently with DNP programs include:

Nevada: University of Nevada & Touro University

Oregon: Oregon Health and Science University & University of Portland

Utah: University of Utah & Rocky Mountain University of Health Professionals

Washington: University of Washington & Washington State Univ. (anticipated start date 2012)

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Doctor of Nursing Practice (proposed)	Doctoral	Nationwide, existing practice-focused programs fall into three major categories of practice: 1) direct care of individual patients; 2) care of patient populations, including community health nursing; and 3) practice that supports patient care, which includes organizational and professional leadership, management, health policy, and nursing/health informatics .	Indirect advanced practice nurse with a concentration on leadership in nursing of populations, fulfilling administrative, legislative, education and leadership roles.
CSI			
CWI			
EITC			
ISU Doctor of Nursing Practice (proposed)	Doctoral	Nationwide, existing practice-focused programs fall into three major categories of practice: 1) direct care of individual patients; 2) care of patient populations, including community health nursing; and 3) practice that supports patient care, which includes organizational and professional leadership, management, health policy, and nursing/health informatics.	Direct care advanced practice nurse with a specialty as a Family Nurse Practitioner.
LCSC			

NIC			
UI			

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix C (N/A)**. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on the following two lines of evidence, which together indicate that there will be sufficient demand and market to meet our enrollment projections of 15 new students per year:

1. The Boise State University School of Nursing holds semi-annual advisory board meetings with multiple stakeholders within the Treasure Valley and regionally. Board members have expressed, over the last year, the need for an advanced nurse at the doctoral level who would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform. One institution has stated they have 54 RNs in need of continued advanced education. Our 28 current master level students have indicated an interest in continuing their education at the doctoral level. Over the past year, we have received at least 11 email inquiries asking about a DNP program at BSU. This data indicates that the interest in a doctoral level nursing program at BSU will be supported by nurses within the Treasure Valley and beyond.
2. An estimate of market for this degree provides information on *potential* numbers of enrollees. The market for the proposed DNP program will be considered to be the pool of master's prepared nurses. Nationally, about 10% of registered nurses presently hold master's degrees. Because educational levels in nursing are rapidly increasing, we will assume in our calculations that 15% of registered nurses are at the master's level. In the state of Idaho in 2008, there were 10,504 registered nurses, projected to grow to 13,337 in 2018. Fifteen percent of those numbers yield an Idaho market of 1,575 potential students, growing to 2,000 in 2018. Nationally, there were 2,737,400 registered nurses in 2010, projected to grow to 3,447,300 in 2020. Fifteen percent of those numbers yields a national market of 41,061 in 2010, growing to 51,739 in 2020.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the projected number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Doctor of Nursing Practice (proposed)	Initially 15 new students/yr resulting in a total enrollment of 15-41 at any time			10 annually (projected)			10 per year (projected initially)
ISU Doctor of Nursing Practice (Proposed) PhD in Nursing (proposed)	24 per year in cohort (proposed) 6 new students each year						

November 7, 2012

Page 9

LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

Because this program is a post-master's Doctor of Nursing Practice, it should not compromise any other current nursing program at Boise State University. If it impacts our numbers, it is likely that this program will lead to an increase in the number of master's level students so as to be able to enroll in the post-master's DNP program.

11. Provide verification of state workforce needs such as job titles requiring this degree.
Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional) (estimated as ½ of state numbers)	17	17	17
State	33	33	33
Nation	60,370	60,370	60,370

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix D. (N/A)**

Across the country, we are experiencing a shortage of not only registered nurses, but also of nurse leaders and nurse educators who are prepared with the skills necessary to lead healthcare initiatives that will improve health care and advance the nursing profession. The Tri-Council for Nursing stated that RNs should advance their education to enhance quality & safety across healthcare settings. Regional hospital managers have reported the need for nurse leaders that could assess specific populations and develop interventions to impact determinants of health. Our community partners (St. Alphonsus and St Luke's) have demonstrated their need for DNP nurse leaders with advanced knowledge and skills in their letters of support (Appendix E). The recent Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, report called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. It is important, therefore, that nursing graduate education needs focus on competencies that include leadership, health policy, system improvement, evidence-based practice, and research.

The following are Idaho State Department of Labor projections for employment opportunities for registered nurses in Idaho. These projections do not distinguish by degree level, however.

November 7, 2012

Page 10

Idaho State Data								
Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Registered Nurses	10,504	13,337	2,833	26.97%	283	2.42%	184	467

US Labor Data	Employment (in thousands)		Employment change, 2010-20 (in thousands)		Job openings due to growth and replacement needs, 2010-20 (in thousands)
	2010	2020	Number	Percent	
Registered Nurses	2,737.4	3,449.3	711.9	26.0	1,207.4

Workforce projections will be roughly estimated as the number of doctoral prepared nurses. Nationally, 3.3% of registered nurses hold doctoral degrees. Because of the rapidly increasing level of education among nurses, we will use 5% as our estimate in the following calculations that are based on the tables above. In Idaho, there were 10,504 registered nurses in 2008, projected to grow to 13,337 by 2018. The statewide workforce is estimated at 5% of those numbers, or 525 in 2008 and 667 in 2018. Nationally, there were 2,737,400 registered nurses in 2010, projected to grow to 3,449,300 in 2020. The national workforce of doctoral prepared nurses is therefore estimated at 13,687 in 2010 and 17,246 in 2020. The number of annual openings for doctoral level nurses is estimated, based on the above data, to be 23 statewide and 60,370 nationally.

DNP graduates also have the potential to serve as nursing instructors. As can be seen in the following table, statewide there will be an estimated 10 annual openings for nursing instructors. With pending retirements, we anticipate the need for nursing faculty to rise dramatically. No similar data is available at the national level.

Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Nursing Instructors and Teachers, Postsecondary	242	297	55	22.73%	6	2.07%	4	10

Local workforce needs are estimated as one-half those of statewide workforce needs.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is changing rapidly and with it comes the need for improved nursing culture and the ability to address the increasing complexities of health care systems. The need to produce quality nurse executive leaders is imperative in order to continue to supply Idaho with advanced nursing coverage. The recent passage of the Affordable Care Act will place strong demands on the health care workforce in Idaho. Approximately 100,000 new patients will need to be seen by the healthcare workforce in Idaho. We will need nurse leaders who are able to use current evidence to support practice and decision making within multiple health care settings. Graduates of the BSU's post-masters DNP will have skills to use research in decision-making and development of health care protocols and interventions to deliver health care to Idahoans in diverse and multiple health care settings. At both

spring 2011 & 2012 BSU Nursing advisory board meetings, Idaho regional stakeholders discussed the need for leadership positions within the institutions needing doctoral degrees to better serve their constituencies. Although a doctoral degree is not a requirement at this time for leadership positions within the major medical centers, it is a direction projected by the 2010 Institute of Medicine Report, *The Future of Nursing, Leading Change, and Advancing Health* as well as by our regional stakeholders.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Although the primary reason for creation of the program is to meet workforce needs, another important benefit will be the scholarly work produced by students and faculty. As noted above, each student will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development & evaluation. The results of these projects can be applied to make improvements in our health care system.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

This DNP program will be offered as an online, asynchronous program utilizing the learning platform Blackboard. Over the course of the three years of part-time instruction, students will be expected to come to campus for approximately three onsite intensive course workshops. These workshops will allow students to know their professors and to learn group interaction imperative for the health care work environment. eCampus resources will be utilized to assist with the design & development of the multiple courses delivered via Blackboard learning systems.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A WELL EDUCATED CITIZENRY: The educational system will provide opportunities for individual advancement.	The proposed program will produce highly qualified nurse practitioners who will be highly valuable members of our health care 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.	The program will provide increased access for practicing professionals to enhance their level of nursing in education.
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	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development & evaluation.

November 7, 2012

Page 12

<p>the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.</p> <p>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.</p> <p>Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.</p>	
<p>GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.</p> <p>Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.</p> <p>Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.</p> <p>Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.</p>	<p>The program will be offered using a self support model.</p> <p>A key attribute of graduates of the program will be their ability to ensure effective and efficient working of our health care system.</p>

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

*Boise State University is a public, metropolitan research university offering an array of undergraduate and **graduate degrees** and experiences that **foster student success, lifelong learning, community engagement, innovation and creativity**. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. **As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.***

The highlighted portions of Boise State University's Core Theme Two are especially relevant to the proposed program:

CORE THEME TWO: GRADUATE EDUCATION

Our university provides access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful within national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.

Core Objective 2.1: Access. We provide students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable.

Core Objective 2.2: Relevance. Our graduate students develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, nationally, and globally.

Core Objective 2.3: Quality. Our graduate programs are composed of advanced and

November 7, 2012

Page 13

integrated learning experiences that provide disciplinary depth and interdisciplinary connections, and that reinforce the overall scholarly output of the university.

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Plan Mission	Proposed Program Plans to Achieve the Goal
1. Create a trademark, high-quality educational experience for all students	The proposed program will be a high quality program, will be NLNAC accredited, and will use the AACN indicators of quality and relevance.
2. Facilitate the timely attainment of educational goals of our diverse student population	The program will be available online to practicing master's-prepared nurses.
3. Elevate our research, creative activity, and graduate programs to higher levels of excellence.	Students will complete an original scholarly project focused on a healthcare system assessment, program development & evaluation.
4. Align university programs and activities with community needs	Graduates will develop skills necessary to be nurse leaders and nurse educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations.

- 15. Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes x No

- 16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. Our community partners (see letters of support) have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face to face time with potential students are available.
2. St. Luke's Medical Center sponsored a course fall 2012 to prepare their staff for graduate nursing education. Both ISU and BSU worked together to deliver this course for the St. Luke's constituency and then develop the course as an elective within our existing graduate curriculum.
3. BSU & the School of Nursing will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the

November 7, 2012

Page 14

institution.

4. Students will be recruited from health care institutions across the State of Idaho using on site BSU personnel as well as having printed material available to the institutional educators and researchers.
 5. Faculty & recruiters knowledgeable about the program will visit regional institutions that employ master prepared RNs to describe & distribute materials related to the post-master DNP program.
 6. The School of Nursing has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
 7. Recent graduates of our current master program will be contacted and sent materials related to the program.
 8. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional nursing journals and newsletters.
 - b. Regional press releases to announce the opening of the program.
 - c. Informational activities held for regional health care institutions and educational institutions that employ master prepared RNs.
17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix C**.

Responses to the review are in **Appendix D**

18. **Program Resource Requirements.** Using the **Excel spreadsheet** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. Planned Student Enrollment													
(FTE calculated as 1 FTE = 12 credit hours per semester for graduate programs)													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		6.88	15	15.13	14 to 28	21.50	26 to 39	21.96	26 to 39	22.58	27 to 41	88	108 to 152
B. Shifting Enrollments		0	0	0	0	0	0	0	0	0	0	0	0
II. REVENUES		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated-Reallocation												\$0	0
2. Appropriated new												\$0	0
3. Federal												\$0	0
4. Tuition												\$0	0
5. Student Fees			\$99,000		\$217,800		\$309,600		\$316,200		\$325,200	\$0	\$1,267,800
6. Other (local funds)			\$69,525		-\$1,696		-\$67,829					\$0	\$0
TOTAL Revenue		\$0	\$168,525	\$0	\$216,104	\$0	\$241,771	\$0	\$316,200	\$0	\$325,200	\$0	\$1,267,800
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>													
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
II. Expenditures		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs													
1. FTE			2.05		2.61		3.11		3.11		3.31		14
2. Faculty			\$52,500		\$55,500		\$55,000		\$54,000		\$129,000		\$346,000
3. Administrators			\$21,250		\$26,000		\$26,000		\$28,000		\$28,000		\$129,250
4. Adjunct Faculty			\$0		\$15,750		\$31,500		\$31,500		\$6,750		\$85,500
5. Instructional Assistants													\$0
6. Research Personnel													\$0
7. Support Personnel			\$32,000		\$32,000		\$32,000		\$32,000		\$32,000		\$160,000
8. Fringe Benefits			\$34,605		\$38,505		\$39,930		\$40,230		\$60,255		\$213,525
8. Other													\$0
TOTAL Personnel Costs			\$140,355		\$167,755	\$0	\$184,430	\$0	\$185,730	\$0	\$256,005		\$934,275
B. Operating Expenses												Cumulative Totals	
1. Travel			\$1,000		\$2,000		\$3,000		\$6,000		\$6,000		\$18,000
2. Professional Services			\$6,500		\$6,500								\$13,000
3. Other services			\$1,875		\$3,250		\$2,625		\$1,875		\$4,250		\$13,875
9. Materials and Goods for manufacture and resale													\$0
10. Miscellaneous			\$5,925		\$8,285		\$10,910		\$13,105		\$13,360		\$51,585
TOTAL OPERATING EXPENSES			\$15,300		\$20,035	\$0	\$16,535	\$0	\$20,980	\$0	\$23,610		\$96,460
C. Capital Outlay		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
1. Library resources			\$0		\$0		\$0		\$0		\$0		\$0
2. Equipment			\$0		\$0		\$0		\$0		\$0		\$0
TOTAL Capital Outlay			\$0		\$0		\$0		\$0		\$0		\$0
D. Physical Facilities Construction			\$0		\$0		\$0		\$0		\$0		\$0
E. Indirect Costs			\$12,870		\$28,314		\$40,248		\$41,106		\$42,276		\$164,814
Total Expenditures			\$168,525		\$216,104	\$0	\$241,213	\$0	\$247,816	\$0	\$321,891		\$1,195,549
Net Income (Deficit)		\$0	\$0	\$0	\$0	\$0	\$558	\$0	\$68,384	\$0	\$3,309	\$0	\$72,251

November 7, 2012

Page 16

Budget notes:

- II.A. The large increase in total personnel cost, but relatively modest increase in personnel FTE, between FY2017 and FY2018 is a result of a shift of workload to a new tenure-track faculty member and away from adjunct faculty members.
- III.B.2. Professional services consist of course development fees paid to the Division of Extended Studies.
- III.B.3. Other Services consist of simulation lab fees and equipment fees.
- III.B.10. Miscellaneous consists of liability insurance & credit card fees & miscellaneous.
- III.E. Indirect Costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

a. Personnel Costs**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.

FY2014	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Faculty/ Program Coordinator	\$70,000	.75	165	6.88

FY2015	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Faculty/ Program Coordinator	\$70,000	.75	165	6.88
Adjunct faculty	\$1150/ credit	variable	189	7.88

FY2016	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Program Coordinator/Faculty	\$70,000	.75	165	6.88
Adjunct faculty	\$1150/ credit	variable	332	13.83

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

November 7, 2012

Page 17

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

FY2014	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

FY2015	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

FY2016	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses will include office expenses and travel. Faculty will need to stay current in professional areas which will be accomplished via webinars and attendance at professional conferences.

c. 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.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

November 7, 2012

Page 18

Necessary library resources are fully available via online means.

(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.

Facilities and resources are adequate to meet program needs.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. The proposed program will be self-support.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program. The proposed program will be self-support.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable. The proposed program will be self-support.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable. The proposed program will be self-support

- (5) Provide estimated fees for any proposed professional or self-support program.

Students will pay a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all-inclusive; no additional fees will be imposed.

Appendix A: MOU with Idaho State University
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PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources, including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research-focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand their graduate programs to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015 that the DNP degree be offered as the primary advanced practice nursing degree for all graduate-level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the nursing programs summarized in Table I.

March 26, 2012

1

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

Table I. Summary of Nursing Programs

Boise State University	Idaho State University
<p>Boise State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and leadership 	<p>Idaho State University College of Technology currently offers:</p> <ul style="list-style-type: none"> • Associate Degree in Nursing <p>Idaho State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.

Table I (cont.)

<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Adult-Gerontology NP program will be transitioned to DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the 11th day of April, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.
3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

March 26, 2012

4

4. ISU and BSU support the proposals to develop the following new programs:

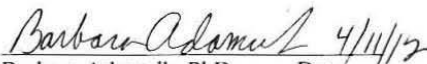
Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist - Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing

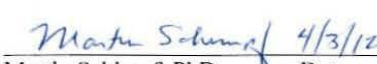
5. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
6. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Idaho State Board of Education policy.


7. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
8. ISU and BSU agree to collaborate in developing and managing clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's Physician Assistant (PA) program to assure high-quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so that coordinators from both nursing schools and the PA program can have office space in both locations. Both institutions commit to their coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

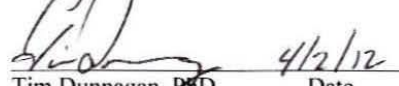
IDAHO STATE UNIVERSITY

BOISE STATE UNIVERSITY

 4/11/12
 Barbara Adamcik, PhD Date
 Interim Provost

 4/3/12
 Martin Schimpf, PhD Date
 Provost

 4/6/12
 Linda Hatzenbuehler, PhD Date
 Executive Dean, College of Sciences
 Vice President, Division of Health Sciences

 4/2/12
 Tim Dunnagan, PhD Date
 Dean, College of Health Sciences

March 26, 2012

6

Appendix B: Curriculum and Scheduling of Coursework for Proposed Doctor of Nursing Practice Program at Boise State University

COURSE	CREDITS	SEMESTER
NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice	3	1
NURS 604 Designing Models of Health Care Delivery	3	1
NURS 602 Advanced Principles of Population Health Nursing	3	2
NURS 606 Constructing Leadership for the DNP	3	2
NURS 601 Scholarly Project I – Phase 1	2	3
NURS 618 Quality Improvement and Evaluation Methodology	3	3
NURS 614 Outcomes Management Analysis	4	4
NURS 616 Healthcare Technology, Information Systems, and Quality	3	4
NURS 603 Scholarly Project II – Phase 2	2	5
• Oral Proposal of Scholarly Clinical Project		
NURS 610 Leadership for Organizations, Systems, and Populations	2	5
NURS 605 Scholarly Project III – Phase 3	2	6
NURS 608 Health Care Policy and Advocacy	3	7
NURS 609 Health Care Policy & Advocacy Practicum	3	7
NURS 612 Translation, Integration, and Dissemination of Evidence	3	8
NURS 621 Scholarly Project IV – Phase 4	2	8
• Final Scholarly Project		
NURS 623 Scholarly Clinical Experience	0-3	
• Additional clinical hours as needed to meet 500 clinical doctoral hours		
TOTAL	40	

Appendix C External Review Report

**Site Visit Report
Reviewing the proposal for
Doctor of Nursing Practice for the College of Health Sciences, School of Nursing
Boise State University
Boise, Idaho**

**Nancy Phoenix Bittner, Regis College, Boston, MA
Denise Robinson, Northern Kentucky University, Highland Hts, KY**

Summary: Boise State University proposes creation of a self support, wholly online, post-master Doctor of Nursing Practice program with a focus on leadership in the nursing of populations. The proposed post-master DNP will focus on nursing of populations with an emphasis on evidenced based practice that enhances development of interventions that impact health outcomes and are effective in complex healthcare systems. This focus track will provide nurses with existing master's degrees the opportunity to to develop skills necessary to be nurse leaders and educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations. The program will build upon the content of the existing MSN programs.

This proposal is very well designed and lays the ground for a high-quality Doctor of Nursing Practice Program. The proposal is very timely and addresses an important regional and national need for doctorally prepared nurses. In general, the requested resources are adequate and consistent with the projected size of the program. The input received during various meetings with nursing faculty, university administrators, and students indicated very strong support for the program.

The charge of the Visiting Team by the Idaho State Board of Education (ISBOE) is to evaluate and make a recommendation on the proposed degree: Doctorate of Nursing Practice. The criteria which guide the review are the standards promulgated by the National League for Nursing Accreditation Commission (NLNAC) and are delineated below. This report is the result of the team's review of Boise State University's School of Nursing

written proposal submitted to the IBSOE for approval to offer the Doctorate of Nursing Practice and the team's site visit on 10/31-11/1, 2012. During this visit information was obtained from direct communications with the Boise State University Provost and VPAA, Dean of the College of Health Sciences, Associate Dean of the College of Health Sciences and Director of Nursing and , Dean of the Graduate College. The team also met with the nursing faculty, Vice Provost for Academic Planning, Interim Dean, Library, and the Director of the RN-BSN online program. The team also met with a group of current BSN and MSN students. Throughout the visit it was apparent that there is strong support of the proposed programs by the administration, faculty, support staff, and students.

STANDARD ONE: MISSION AND GOVERNANCE

The School of Nursing at BSU has strong ties to the institutional mission and is consistent with the university and college roles, missions and strategic plans. Multiple partners and communities of interest have expressed their interest in and support of the proposed DNP program. The program faculty and BSU administration identified partnerships that promote excellence in nursing education, enhance the profession, and benefit the community. The Director of the School of Nursing, Dr. Pam Springer, understands her role as a leader within BSU, the School of Nursing and the College of Health Sciences as well as the relationship of SON in the whole university. She is driven by a strategic plan, with a clear understanding of the budgetary process. The BSU administrative leadership, faculty and staff and students articulate the institution's success in providing successful BSN, RN-BSN, and MSN programs. The SON's plan to add a DNP program is congruent with its mission and strategic plan.

Recommendation: None

Commendation:

- Strong leadership by the Associate Dean of the College of Health Science to support progressive program development.

STANDARD TWO: FACULTY

The team verified that qualified faculty and staff are sufficient in number to support program

goals and outcomes in the DNP program. The budget for the DNP program proposes 1.4 FTE in year 1, 2.0 FTE in years 2 and 3, and 3.0 FTE in year 4 with adjunct support. This does not include administration support nor support personnel which appear adequate. There are a cadre of 18 faculty who are prepared at the doctoral level who are eligible to teach in the DNP program giving the program a strong base of faculty to serve as scholarly project chairs and faculty.

The area of “how do you prepare faculty to teach at the doctoral level” was discussed. There are 4 faculty who just completed DNP programs who will bring their experiences as DNP students to the role of the doctoral faculty. In addition, several faculty will be attending AACN’s DNP Summit in January 2013. Bringing a consultant in to assist with this teaching transition also is a consideration. Adjunct faculty who will teach in the DNP program will work with FT doctoral faculty, and using a “lead” faculty model courses which is very successful in the online RN-BSN program will also be used in this program. Faculty plan to compare outcomes of all programs (BSN, MSN and DNP) which help differentiate between programs so that level outcomes, course objectives, clinical objectives, assignments will be identified for each program. This process will help clarify course and program teaching expectations.

Recommendation:

- Identify an action plan to provide support for faculty as they transition to teach in doctoral courses

STANDARD THREE: STUDENTS

Proposed policies, procedures, and definitions pertaining to admissions, retention and graduation, and student services provided in the Application and as verified during the external review process meet the conditions associated with Standard Three. The School of Nursing recruits, admits, enrolls, and endeavors to ensure the success of its current students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. Its proposed DNP program is designed to maintain these same qualities and commitments. The SON interactions with

current students are characterized by integrity, as are its intentions concerning future students. Current BSN and MSN students were very pleased with the interaction and support by faculty. The students felt very comfortable in contacting faculty to discuss any issues that may have an impact on their learning. They also felt that the faculty were strong supporters of the students. The students identified that they felt that they were kept in the loop on any policy changes or information that may be important for them to know.

The team sought clarification of admission criteria relating to those possible applicants a master's degree in a related field. It was not clear what fields would be considered related, and if the master's degree was not in nursing, how vital master's level courses such as nursing theory, research or clinical practice courses would be addressed for those students. Proposed information regarding the proposed DNP program will be made available to the public via the website as well as hard copy documents.

Recommendation:

- Clarify admission requirements for those applicants who do not have a MS in nursing.

STANDARD 4: CURRICULUM

The DNP program was designed to be consistent with the institutional mission and SON philosophy as demonstrated in the table presenting the correlation of the college mission and college goals with the DNP outcomes/objectives.

The proposed DNP curriculum was developed by the faculty based upon the American Association of Colleges of Nursing (AACN) Essentials for Doctoral Education (2006). The program identified the student learning outcomes and linked them to the essentials identified as follows:

1. Uses theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations and communities to improve population-based outcomes [Essential 1, 2, 3]
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes [Essential 1, 3, 7, and 8]
3. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations and communities [Essential 1, 2, 3, 5, 6, 7 and 8]
4. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
5. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
6. Construct and implement strategies to improve health care processes and evaluate outcomes of practice, practice patterns, and systems of care [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
7. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations [Essential 2, 5, 6, 7, and 8]
8. Designs, implements, and analyzes innovative policies and processes to enhance the health of local, regional, national, and global populations [Essentials 1, 2, 5, 7, and 8]
9. Creates, implements, and evaluates cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
10. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes [Essential 2, 3, 5, 6, 7, and 8]

11. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes
[Essential 2, 3, 5, 6, 7, and 8]
12. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice
[Essential 1, 2, 3, 6, and 8]
13. Employ empirical and culturally-sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change [Essential 1, 2, 3, 4, 5, 6, 7, and 8]

The curriculum includes a strong focus on preparation for the graduate to practice from an evidence based perspective. Opportunities to practice in leadership from an evidence-based approach and to be information literate are numerous in this curriculum. The curriculum is comprised of 40 credits. There are 32 credits of coursework with 500 practice leadership hours to comprise the remaining 8 credits. The program is designed to be completed on a part time basis over 8 semesters.

A review of course plans, course descriptions and other documents reveal a well-developed curriculum plan containing an appropriate level of courses, current content and a variety of scholarly project opportunities. One course- NURS 614-Outcomes Management Analysis identified the need for a graduate level statistics course as a pre-requisite as well as managerial epidemiology. The curriculum threads were evident and faculty articulated clearly the congruence between the SLOs, AACN essentials and projected course content. The 500 leadership clinical practice hours are conducted during the four scholarly project courses. There was discussion with faculty regarding the clarity of the expectations for each of the scholarly project courses. A need for explicit guidelines for the student with each course was identified.

The faculty and leadership in the Boise State DNP program planning team have developed a quality doctoral program curriculum. The minor curriculum changes are based upon the continued work related to developing programs to meet the needs of the nursing professions at the doctoral level. This ongoing attention will allow for the continued development of the remaining components of the program. The faculty are engaged, prepared and well

experienced at curriculum development to move this program forward.

Recommendations:

- Fully develop course descriptions, objectives and assessment methods congruent with identified student learning outcomes at the doctoral level.
- Clarification of identified pre-requisite courses specifically related to the need for graduate level statistics course.
- Clarification of scholarly project courses related to the expectations of the student requirements for each scholarly project course.

Commendation:

- Faculty investment in the development of the Doctor of Nursing Practice degree program as evidenced by their ongoing curriculum work validated by national level standards.

STANDARD FIVE: RESOURCES

The program has effectively organized processes and human, fiscal, and physical resources necessary to effectively offer the DNP program. The School of Nursing is proposing a self support model for this program. Self support programs are defined to mean that the fees assessed cover all costs of the program and no appropriated funds are used to support the program. The School intends to admit 15 students each year to this program, and using the financial projections based on this number of students admitted each year, it will be able to be self supportive by year 3.

There is a verified student need with a market that can justify the ongoing dedication of resources. The School of Nursing has been successful with the online RN-BSN program offered in the region and nationally. That model will be used as the foundation for this proposed program.

The support provided by the eCampus Center is strong in terms of consultation regarding

student needs assessment, program market analysis, department readiness, budget and compliance with state regulations. In addition the Center will provide tailored program business planning, budgeting, and program implementation support for the DNP program. This center also provides funding for course development, instructional design for master course development and Quality Matters. The eCampus Center will provide significant support to the SON as it mounts this new program, thus ensuring its success. BSU School of Nursing has collaborated with Idaho State University to identify the specific focus areas each university will offer relative to doctoral education in nursing and a MOU was signed by both institutions. In addition, numerous letters of support for the DNP were received from partners in the region.

The School of Nursing is housed in a new building with smart classrooms and other resources needed for distance education. A meeting with the Interim Dean of the Library indicated that the online resources are strong. The Director of the School of Nursing indicated that should there be any additional library resources required, the operating funds would be used to purchase them. Given the robustness of the current resources, such as the Cochran Library as well as full text CINAHL and interlibrary loan, it is unlikely that any significant expenditures would need to take place. A faculty member who just finished her DNP indicated that she did not use the library resources of the program where she was enrolled, used the BSU library resources and they met her needs as a student.

Recommendation: none

STANDARD SIX: OUTCOMES

Boise State University has an established process in place for ongoing assessment and evaluation. There is a regular cycle for program evaluation. The School of Nursing has an evaluation process involving the review of courses by the curriculum committee comprised of graduate nursing faculty.

Student learning outcomes and program outcomes for the DNP program are based on AACN Essentials and are consistent with professional accreditation standards. The SLOs will be measured at the end of program by a self-assessment tool to be developed by the faculty. In addition, other means to evaluate the integrity of the curriculum, ongoing demonstration of congruence and assessments to determine objectives are being met have been built into the curriculum plan.

The faculty were able to clearly articulate their proposed plan for evaluation of outcomes. They will be working on developing a specific DNP Systematic Plan for Evaluation similar to the SPE for their existing programs. Program outcomes identified by faculty and leaders that will be measure include: program completion, job placement and program satisfaction. The plan will include expected level of achievement, mechanisms for measurement and action taken on those outcomes that fail to meet the expected level of achievement.

Recommendations:

- Establish a detailed plan for the evaluation of the achievement of Student Learning Outcomes at completion of the DNP program.
- Develop a Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes.

OVERALL READINESS:

The Boise State University School of Nursing is well positioned to embark on the development and implementation of the Doctor of Nursing Practice degree program. The nursing faculty and leaders have demonstrated their expertise in quality advanced practice nursing education. The DNP program is a natural extension of the existing quality education programs at BSU. The demonstrated leadership of Dr. Springer and the leadership team, dedication of the faculty and the overwhelming support of the College administration secures the successful offering of this program.

Appendix D: Response to external review report

School of Nursing Response to the External Review November 7, 2012

Standard 2 Recommendation: (Faculty)

- *Identify an action plan to provide support for faculty as they transition to teach in doctoral courses*

Action

- 1) Faculty development and support:
 - a) Many steps have been taken to assure the success of faculty instruction and support in the School of Nursing. These steps include:
 - i) Coordinator and two Graduate Faculty will attend AACN's DNP Summit in January 2013.
 - ii) "Lead" faculty model will be used in the DNP program similar to the successful RN-BSN program in the School of Nursing
 - iii) To ensure quality in a program that is taught primarily via adjunct faculty, we will have "lead" faculty and "content" faculty who are responsible for the quality of the teaching and for the integrity of the curriculum. The ability to hire nursing adjunct faculty from across the country will help significantly with nursing faculty shortage issues.
 - iv) Continuing education is available through eCampus, AACN and NLN webinars
 - v) Incoming Graduate Program Chair will possess excellent qualifications to direct graduate programs and mentor faculty
 - vi) Invite visiting scholar to provide intensive guidance in course development and mentoring faculty. This scholar will facilitate a curriculum retreat to level outcomes, course objectives, clinical objectives, and assignments to help clarify course and program teaching expectations and to ensure program integrity.
 - vii) Communicate program objectives and outcomes to all faculty.
 - b) The School of Nursing will explore all opportunities for faculty advancement of knowledge through seminars, webinars, conferences, and finding experienced faculty from existing DNP programs to serve as adjunct faculty and/or consultants.

Standard 3 Recommendation: (Student)

- 1) *Clarify admission requirements for those applicants who do not have a MS in nursing.*

Action

- 1) Clarification of admission criteria relating to applicants with a master's degree in a related field is as follows:
 - o Admission criteria will include "individual evaluation of other master's degrees in a related field and knowledge required to gain admission to the DNP program".
- 2) Upon approval of the State Board of Education admission information will be made available to the public via the website as well as hard copy documents. (Prior to approval, admission information will be made available with the caveat "Awaiting State Board of Education Approval")

Standard 4 Recommendations: (Curriculum)

November 7, 2012

Page 37

- *Fully develop course descriptions, objectives and assessment methods congruent with identified student learning outcomes at the doctoral level.*
- *Clarification of identified pre-requisite courses specifically related to the need for graduate level statistics course.*
- *Clarification of scholarly project courses related to the expectations of the student requirements for each scholarly project course.*

Action

- 1) Course descriptions, objectives and assessment methods:
 - a) Will be aligned with the AACN essentials, other accreditation essentials, and the DNP end of program objectives. The evidence of this alignment will exist in each syllabus as required by School of Nursing Curriculum policies. This alignment will ensure congruency with student learning outcomes at the doctoral level.
- 2) Courses will clearly identify pre-requisite knowledge and content requirements from students' masters' preparation.
 - a) We have engaged a doctoral education curriculum and program consultant to ensure the rigor of the curriculum. The consultant will facilitate:
 - i) Teaching transition to doctoral level, mentoring of faculty, and cultivating a sound curriculum plan with appropriate leveling between the master's and doctoral program,
 - ii) Curriculum remodeling and alignment of BS/MSN/AGNP/DNP are scheduled for early January, and
 - iii) Leveling of outcomes, course objectives, clinical objectives, and assignments to help clarify course and program teaching expectations and program integrity.
- 3) Clarification of pre-requisite courses related to the need for graduate level statistics course will be reviewed, clarified and consistent throughout the catalog statement.
- 4) Scholarly Project:
 - a) Student requirements and expectations for the four (4) phases/courses of the scholarly project will be specified in the Scholarly Project Policy and Guidelines. The alignment of clinical hours and project outcomes will be detailed in the Project Proposal subject to approval by appropriate advisor(s).

Standard 6 Recommendations: (Outcomes)

- *Establish a detailed plan for the evaluation of the achievement of Student Learning Outcomes at completion of the DNP program.*
- *Develop a Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes.*

Action

- 1) A Program Evaluation Plan
 - a) Is currently under development to assure achievement of Student Learning Outcomes
 - b) The Program Evaluation Plan will mirror the success of the BS/MSN programs NLNAC Accreditation processes in order to apply for "candidacy" in fall, 2013, for full NLNAC accreditation in Fall 2015.
 - i) NLNAC will ensure the DNP program fulfills its mission, goals, and objectives to produce nurses for the highest level of nursing practice at the doctoral level.
 - c) The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission, INC (NLNAC) accreditation indicating we have a strong quality master program.
 - d) The DNP program is being developed around the NLNAC standards as well as the American Association of Colleges of Nursing (AACN) DNP Essentials to ensure high level education for doctoral graduates. With our history of successful accreditation, we are confident this program will be of high quality and be successfully accredited.
 - e) To assure quality education, the SoN Director sits on a National Accreditation Board overseeing doctoral programs across the nation.
- 2) Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes is currently under development in addressing:

November 7, 2012

Page 38

- a) A timeline for essential elements of program to be reviewed and/ or refined;
- b) A process for continuous assessment and ensure curriculum integrity;
- c) Faculty and students ability to engage in meaningful dialogue about courses with respect to identifying, measuring, and actually assessing attainment of student learning outcomes;
- d) A logical flow to coursework;
- e) Elements of assessment of the admission and progression requirements as well as sufficient quantity and high quality of faculty.
- f) Curriculum, Admission, Progression, Outcome Team(s) support
 - i) The multiple courses delivered via Blackboard learning systems will maximize productivity of students and faculty. The following measures will be traced to retain and graduate future students:
 - (1) Review 25% of courses offered each semester for compliance with evidence-based learning activities, materials, and evaluation tools.
 - (2) Assess the program objectives to determine level of achievement by all students and that the level of achievement is comparable for on-ground and online distance students for graduate level students.
 - (3) Annually track and trend program completion data.
- g) Infrastructure for identifying, analyzing, and reporting data for program decision making through:
 - i) Assessment of student, faculty, graduates, accrediting agencies, employers, administrators, and licensing agencies will provide valuable evaluation data.

Appendix E: Letters of support



November 23, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

Saint Alphonsus Health System has an outstanding relationship with the Boise State University School of Nursing. We are closely involved with preparation of the graduates from the School, and we are pleased Boise State University has responded to our request to develop a nurse practitioner and Doctorate of Nursing Practice (DNP) program.

Saint Alphonsus Health System is in strong support of Boise State's intent to begin a new track: Adult Nurse Practitioner, adding to its already successful Masters program, and to support the development of a DNP program. We are pleased to see Boise State continue to increase the quality of the nursing profession in the Treasure Valley and help to meet the health care needs in the Treasure Valley.

It is important to Saint Alphonsus Health System to have Boise State University develop and implement these programs. Boise State has an exceptional School of Nursing, and Saint Alphonsus has played an important role in the development of the program. It is important to us that we have a high quality local program that we can be part of developing and implementing. Saint Alphonsus Health System is committed to partnering with the Boise State University School of Nursing by providing clinical placement for the students in our in-patient and clinic facilities, sending our employees to these programs, and continuing to assist with faculty for their programs.

Saint Alphonsus Regional Medical Center has long utilized advanced practice nurses in the care model for the hospital and our clinics. We expect a significantly increased need for nurse practitioners and strongly support Boise State developing this program to meet the needs in the Treasure Valley.

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

Dr. Tim Dunnagan
November 23, 2011
Page 2

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and indirect roles. Saint Alphonsus Regional Medical Center has worked with Boise State to develop a local DNP program (both as a MS-to-DNP and as a BS-to-DNP). Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

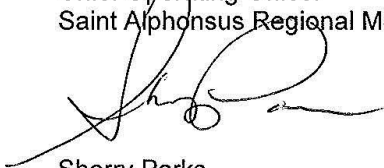
Sincerely,



Sally E. Jeffcoat
President & CEO
Saint Alphonsus Regional Medical Center and
Saint Alphonsus Health System



Rodney D. Reider
Chief Operating Officer
Saint Alphonsus Regional Medical Center



Sherry Parks
Chief Nursing Officer
Saint Alphonsus Regional Medical Center

SP/bl

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH



November 10, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise, ID 83725-1800

Dear Dr. Dunnagan:

Boise State University has an outstanding School of Nursing. St. Luke's Health System values our service academic partnership and enjoys a rich and fruitful relationship with the School. We write to support Boise State's intent to begin a new track (Adult Nurse Practitioner) to their already successful Masters program and to support the development of a DNP program. We are pleased to see Boise State respond to our request for these programs.

It is important to St. Luke's to have Boise State develop and implement these programs. The St. Luke's Health System has a close relationship with Boise State and we are looking forward to partnering with Boise State in the development of these programs. There are many graduate nursing programs available to our staff nurses, but we support having high quality local programs from Boise State as part of our partnership with the University. St. Luke's Treasure Valley employs a large percentage of the Boise State Nursing graduates. We find the graduates to be excellent practitioners who excel in their ability to offer compassionate, patient-centered care.

The St. Luke's Health System is committed to providing clinical placement for the students in our in-patient, ambulatory, and clinic facilities, sending our employees to these programs, and continuing to support joint appointment faculty for their programs.

The St. Luke's Boise/Meridian campuses recently revised the privileges for nurse practitioners allowing nurse practitioners to admit, discharge, write orders and prescriptions, and collaborate with our physicians to manage patients. This, combined with changes in our care delivery models as we position for accountable care will increase the demand for high quality nurse practitioners in the

St. Luke's Health System
David C. Pate, MD, JD
President and CEO
420 West Idaho Street
Boise, Idaho 83702
P (208) 381-1831

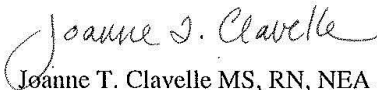
stlukesonline.org


Treasure Valley and we strongly support Boise State developing this program to meet the needs in the Treasure Valley.

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and in-direct caregiver roles. St. Luke's Boise/Meridian supports Boise State University in developing a local DNP program (both as a MS to DNP and as a BS to DNP).

Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

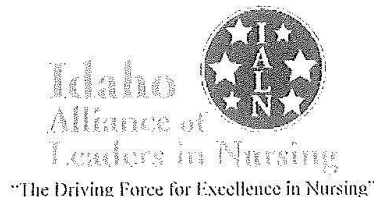
Sincerely,


Joanne T. Clavelle MS, RN, NEA – BC, FACHE
VP Patient Care Services/CNO


David C. Pate, M.D., J.D.
President and Chief Executive Officer
St. Luke's Health System


Chris Roth
Chief Executive Officer, Treasure Valley

DCP/dm



Margaret Henbest
Executive Director

2011 Board of Directors:

Beth Gray
St. Luke's McCall
President

Sherry Park
Saint Alphonsus
President Elect

Sharon Kensinger
St. Luke's Wood River
Past President

Charlene Godec
Providence Sacred Heart
Secretary

Noreen Davis
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Treasurer

Claudia Miewald
Kootenai Medical Center
Region 1

Deena Rauch
Gritman Medical Center
Region 2

Lisa Looney
Weiser Memorial Hospital
Region 3

Marty Downey
Boise State
Region 4

Tammy Peterson
College of Southern ID
Region 5

Judy Moore
Bingham Memorial Hospital
Region 6

Dianna Johnston
Hearts for Hospice
Region 7

Lori Stinson
Lewis Clark State College
CNEL President

November 9, 2011

Dr. Tim Dunnagan
Boise State University
1910 University Dr.
Boise, ID 83725-1800

Dear Dr. Dunnagan,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represents nursing education and practice statewide and includes faculty from Boise State University. IALN is also the co-lead of a state effort to implement the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports BSU's development of a Masters in Nursing Adult Nurse Practitioner degree program and a Doctor of Nursing Practice (DNP) degree program. The most recent Idaho nursing workforce report, published in January by the Idaho Department of Labor reveals a significant and on-going shortage of Advanced Practice Registered Nurses (APRN) statewide. In addition, the recent passage of the Affordable Care Act is predicted to place significant demands on the primary care workforce across the nation as insurance coverage is made available to some 30 million Americans. Along with physicians and physician's assistants, nurse practitioners licensed as APRN's will help meet these demands for improved access to quality health care services.

BSU has been thoughtful and deliberate in its planning of these two programs. Though there is an effort in nursing education nationally to establish the DNP as the terminal degree for nurse practitioner preparation by 2015, national APRN certifying bodies have not yet adopted this requirement. BSU's community partners are strongly supportive of its proposal to initially establish the Master's level nurse practitioner program which will then seamlessly progress to a DNP degree should the master's graduate choose to do this, and subsequently if certifying entities require it. In the meantime, master prepared adult nurse

615 North Seventh Street, Boise, ID 83702
208-367-1171 www.nurseleaders.org

Practitioner graduates from BSU will expeditiously be available to help meet primary care workforce needs across Idaho. One of the key messages of the IOM report on the Future of Nursing is that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. By offering both degree options and knitting them together, BSU is accomplishing this recommendation.

Thank you for identifying and pursuing this critical educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way with this process.

Sincerely,

A handwritten signature in black ink, appearing to read "Margaret Henbest", with a stylized flourish at the end.

Margaret Henbest
Executive Director
Idaho Alliance of Leaders in Nursing



November 28, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

The Idaho Hospital Association (IHA) and its member hospitals, Idaho's community hospitals, have a strong relationship with the Boise State University College of Health Sciences and the School of Nursing. As an organization, we are supportive of Boise State University's intent to develop a Masters level nurse practitioner program and a Doctorate of Nursing Practice (DNP) program.

As the one of the largest, if not the largest nursing program in the Idaho, Boise State graduates play a pivotal role in meeting the needs for nurses in this region and the entire state. IHA member hospitals from all over the state continue to hire graduates from Boise State University School of Nursing.

Data from the Idaho Department of Labor indicates the nursing shortage has eased a bit in many areas in the state. This is **not** true for the Treasure Valley. (Neither is it a permanent easing.) The data indicates that the Treasure Valley has significant shortages of registered nurses and an even greater need for advanced practice nurses (nurse practitioners). The program being proposed by Boise State will help meet the needs of the citizens in the Treasure Valley and beyond. It is imperative that Boise State University begin these programs now so that the needed practitioners are available and ready to practice to meet the health needs of our communities.

The nursing profession is quickly moving to the doctoral level of preparation for advance practice nurses. Development of the Doctorate of Nursing Practice (DNP) program will ensure Boise State can prepare nurse practitioners in compliance with the certification board requirements.

Please let me know if I can provide other information related to support for Boise State University and the development of these new nursing programs.

Sincerely,

 A handwritten signature in black ink, appearing to read 'Steven A. Millard', is written over a faint, larger version of the same signature.

Steven A. Millard
President/CEO

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - www.teamiha.org

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BOISE STATE UNIVERSITY

SUBJECT

Approval of Proposal for a New Online, Self-Support Adult-Gerontology Nurse Practitioner Program

REFERENCE

June 2012 Board Approved the Memorandum of Understanding (MOU)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) and Idaho State University (ISU) Schools of Nursing entered into a Memorandum of Understanding (MOU) that outlines graduate education for the two schools. The MOU was presented to the Board and approved at their June 2012 meeting. In accordance with that MOU, BSU is bringing forth a proposal to create a new online, self-support, Master of Adult-Gerontology Nurse Practitioner (AGNP) and two (2) graduate certificates in Adult-Gerontology Nurse Practitioner – Acute Care and Adult-Gerontology Nurse Practitioner – Primary Care.

Entry into the master's AGNP program will require a current Registered Nurse (RN) license and a Bachelor's degree in nursing. Entry into the certificate programs will require a current RN license and national certification as an advanced practice nurse in the role of a nurse practitioner. The AGNP will admit a cohort 20 students to begin each spring. The certificate programs will admit an estimated six (6) students total.

The Master of Adult-Gerontology Nurse Practitioner (AGNP) will have two tracks (acute care and primary care) and will serve students who have a current RN license and a bachelor's degree in nursing, but who are not yet certified nurse practitioners.

The two graduate certificates will serve students who are already certified nurse practitioners, but who wish to develop the skills necessary for a specialty in adult gerontology. For example, the acute care certificate would enable a Family Nurse Practitioner to specialize in acute care, and would allow for privileging and credentialing to practice in medical centers.

A recent report from the Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

health care system. It is important, therefore, that nursing graduate education focus on competencies that include advanced practice, leadership, health policy, system improvement, evidence-based practice, and research.

In 2008, the organization of Advanced Practice Registered Nurses (APRN) and the National Council of State Boards of Nursing APRN Advisory Committee developed the "*Consensus Model for APRN Regulation: Licensure, Accreditation, and Certification & Education*," which describes the emergence of new roles and population foci, and presents strategies for implementation.

The program will focus on advanced practice nursing with emphasis on evidenced-based practice which, in turn, will enhance the development of interventions that will impact health outcomes in complex healthcare systems.

The curriculum of the proposed program will be focused on the development of knowledge, skills, and competencies that will allow the graduate to function as an advanced practice nurse with a specialty in adults and gerontology. In addition, the program will develop the skills necessary to direct the care needs of populations in acute care and primary care settings, and will thereby address the pressing issues and challenges in today's health care arena.

Over the last year, members of BSU's School of Nursing advisory board have expressed the need for advanced practice nurses for acute and primary care settings with advanced nursing knowledge who can provide evidence-based, patient centered care across multiple settings. These advanced practice nurses would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform.

ISU offers a master's level Family Nurse Practitioner program. The proposed program will differ from ISU's program because of the population focus. According to the APRN consensus model, advanced practice nurse competencies focus on population and specialty. The ISU FNP program has a focus on family and individuals across the lifespan, whereas the AGNP's focus is adults from late adolescence to end of life. As the population in Idaho ages, the need for advanced practice nurses that focus on the adult and the older adult will be in demand, especially as an acute care health care provider.

IMPACT

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program consistent with Board Policy V.R. The proposed self-support program will assess students a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all inclusive; no additional fees will be imposed. Necessary library resources are fully available via online. Additional equipment is needed for the advanced practice nurse practitioner program especially for the

acute care track. BSU plans to purchase items such as central line trainers and will increase their utilization of standardized patients in the simulation center with their program.

ATTACHMENTS

Attachment 1 – Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University proposes to create a master's program and two (2) graduate certificate programs in Adult-Gerontology Nurse Practitioner (AGNP). The master's and certificate programs will be self-support and offered online. The Master's AGNP will admit a cohort 20 students to begin each spring. The certificate programs will admit an estimated 6 students total.

The AGNP program will be designed as a part-time program. The Master's program will consist of 47 credits in nine (9) semesters including summers (approximately three (3) years part-time). Students will also be required to complete 700 clinical hours. The certificate program will consist of 16 credits in four (4) semesters and students will be required to complete a minimum of 500 supervised clinical/practicum hours.

ISU offers a master's level Family Nurse Practitioner (NP) program. However, ISU is in the process of transitioning to a BSN-to-DNP Family Nurse Practitioner program, which will eliminate the NP as a master level degree. Otherwise, there is no other AGNP program in Idaho. BSU is proposing a master's-level program because credentialing agencies continue to allow certification at the master's level, and regional stakeholders have requested an AGNP at the master's level until such time that credentialing agencies require a higher-level degree.

There are several bordering institutions that offer an AGNP program. Seattle Pacific University offers an Adult Primary Care Advanced Nurse Practitioner; University of Washington is transitioning to a Doctor in Nursing Practice and is not admitting students to their master's level adult advanced nurse practitioner program; Oregon Health Science University offers a Family Nurse Practitioner DNP; University of Portland offers a Family Nurse Practitioner DNP; Montana State University offers a Family Nurse Practitioner at the master's level. Utah does not offer a master's level advanced practice nursing degree.

The AGNP program and certificates will be offered as an online, asynchronous program utilizing Blackboard. Staff wanted to note that students will be expected to come to campus for approximately three onsite intensive course workshops over the course of three years of part-time instruction.

BSU's request to create a new online, self-support master's in Adult Gerontology Nursing Practice and two associated graduate certificates is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

Pursuant to III.Z, BSU and ISU share the Statewide Program Responsibility for Nursing.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support Master of Adult-Gerontology Nurse Practitioner, Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Master of Adult-Gerontology Nurse Practitioner, Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECEIVED
11/14/2012

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

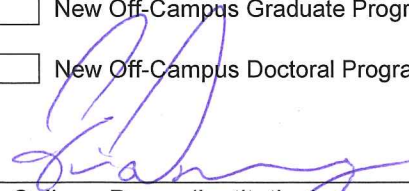
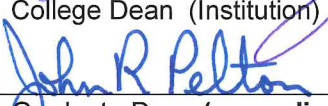
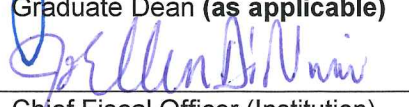
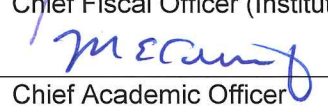

Date of Proposal Submission:	November 18, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Adult-Gerontology Nurse Practitioner
Degree:	(i) Master of Adult-gerontology Nurse Practitioner (AGNP) (ii) Graduate certificate in Adult-Gerontology Nurse Practitioner - Acute Care (iii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care
Method of Delivery:	Online
CIP code (consult IR /Registrar)	53.3818
Proposed Starting Date:	Fall 2013
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |


 College Dean (Institution) 11/14/12
 Date

 Graduate Dean (as applicable) 11/14/12
 Date

 Chief Fiscal Officer (Institution) 11/21/12
 Date

 Chief Academic Officer (Institution) 11/20/12
 Date

 President

Vice President for Research (as applicable) Date
 Academic Affairs Program Manager Date
 1/22/13
 Chief Academic Officer, OSBE Date
 SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes to create a master's program and two graduate certificate programs, all of which will be wholly online and self support: (i) Master of Adult-Gerontology Nurse Practitioner (AGNP) (ii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and (iii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care.

The proposed program is part of a broader set of existing and proposed graduate programs at Boise State University and Idaho State University, as described in an attached Memorandum of Understanding (Appendix A). Boise State University will have the following set of graduate programs:

- Existing MS in Nursing and Master of Nursing
- New Master's level degree in Adult-Gerontology Nurse Practitioner and two new graduate certificates in Adult-Gerontology Nurse Practitioner - Acute Care and in Adult-Gerontology Nurse Practitioner - Primary Care (this proposal).
- New Doctor of Nursing Practice (DNP; separate proposal)

Idaho State University has submitted proposals for a new PhD in Nursing and a new DNP that will be offered as they phase out their existing Master's-level nurse practitioner programs.

In 2008, the organization of Advanced Practice Registered Nurses (APRN) and the National Council of State Boards of Nursing APRN Advisory Committee developed the "Consensus Model for APRN Regulation: Licensure, Accreditation, and Certification & Education." This consensus document "... defines APRN practice, describes the APRN regulatory model, identifies the titles to be used, defines specialty, describes the emergence of new roles and population foci, and presents strategies for implementation" (APRN Consensus Model, 2008).

AGNP program

The proposed master's level AGNP program will contribute to the emergence described by APRN. The program will focus on advanced practice nursing with an emphasis on evidenced-based practice which, in turn, will enhance the development of interventions that will impact health outcomes in complex healthcare systems. The curriculum of the program will develop the skills necessary to direct the care needs of populations in acute care and primary care settings, and will thereby address the pressing issues and challenges in today's health care arena. There will be two tracks to the AGNP program, one in acute care and one in primary care. The tracks will be offered on separate years and students will choose one track or the other.

Entry into the master's AGNP program (either the acute or primary care track) will require a current RN license and a Bachelor's degree in nursing. The AGNP will admit a cohort 20 students to begin each spring into either a primary or acute care track. The program will be designed as a part-time program, as determined appropriate by a community assessment. The program will consist of 47

credits in 9 semesters including summers (approximately 3 years part-time) and at least 700 clinical hours.

Certificate programs

The proposed graduate certificates also will contribute to the emergence described by APRN. The certificates will provide nurses who are already certified nurse practitioners with the opportunity to develop skills necessary for a specialty in adult-gerontology. As an example, the acute care certificate would be helpful for Family Nurse Practitioners who wish to specialize in acute care and will allow for privileging and credentialing of these individuals to practice in medical centers.

Entry into the certificate programs will require a current RN license and national certification as an advanced practice nurse in the role of a nurse practitioner. The certificate programs will admit an estimated six students total. The certificate program will be a part-time program (as indicated by a community assessment) consisting of 16 credits in 4 semesters and at least 500 clinical hours.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The Essentials of Masters Education in Nursing & the Essentials for Doctoral Education for Advanced Nursing Practice (AACN, 2011 & AACN 2008) outline core foundational curricular elements and competencies specific to the master's prepared advanced practice nursing graduate. These essentials address the core foundational competencies for all advanced practice nursing and apply to the AGNP program and both certificates. The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. The curriculum of the proposed program will be focused on the development of knowledge, skills, and competencies that will allow the graduate to function as an advanced practice nurse with a specialty in adults and gerontology so as to achieve the essential elements described by the AACN. Program Objectives are as follows:

Clinical Reasoning and Critical Inquiry

1. Synthesize from a broad perspective theoretical and evidence-based knowledge for advanced nursing practice.
2. Demonstrate refined analytic skills for advanced nursing practice.
3. Integrate theory into advanced nursing practice.

Communication

1. Evaluate the effectiveness of professional communication strategies through multiple modalities in advanced nursing roles.
2. Articulate evidence-based viewpoints and positions in advanced nursing roles.

Experiential Learning

1. Synthesize knowledge, skills, methodologies, and learning tools for impacting health care delivery and outcomes.
2. Demonstrate sustainable engagement in interdisciplinary, collaborative partnerships that impact health care delivery and outcomes.
3. Integrate civic engagement, advocacy, and policy development roles into advanced nursing practice.
4. Execute advanced practice nursing skills within multiple clinical settings.

Global Worldview

1. Critique the value of advanced nursing roles in addressing global health issues.
2. Distinguish the effects of global health issues on nursing education, research, administration, and practice.

3. Integrate cultural sensitivity and advocacy in advanced nursing roles with diverse populations.

Professionalism and Leadership

1. Integrate professional values in advanced nursing leadership roles in health care.
2. Design advanced nursing leadership roles in health care using an enhanced theoretical and research base.

Advanced Practice with Diverse Populations

1. Apply clinical investigative skills to improve health outcomes.
2. Analyze clinical guidelines for individualized application into practice.
3. Demonstrate the highest level of accountability for professional practice.
4. Provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.

3. **Briefly describe how the institution will ensure the quality of the program**(i.e., program review).Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation.
This question is not applicable to requests for discontinuance.

The following measures will ensure the high quality of the proposed program and certificates:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: 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 outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: 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.

Specialized Accreditation: The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission (NLNAC) accreditation indicating a strong quality master's program. Accreditation review focuses on assessment of six NLAC standards. The AGNP program will be developed around the NLNAC standards, as well as the American Association of Colleges of Nursing (AACN) Master's & DNP essentials, to ensure high-level education for our graduates. Advanced practice nursing education is also held to guidelines of the National Organization of Nurse Practitioner Faculties (NONPF). NONPF is devoted to promoting quality in advanced nursing education. NONPF develops and maintains resources for Advanced Nurse Practice (ANP) programs and has developed a set of core competencies expected of every ANP graduate. With the guidance of experienced ANP educators, these guidelines and competencies will be used to develop and maintain the BSU AGNP curriculum.

By March of 2013, we will submit to NLNAC a substantive change report indicating how we will implement the new program and certificates and how we will continue to meet the six standards. We

November 7, 2012

Page 4

anticipate no problems with continuing our existing accreditation with NLNAC. The new program and certificates will be accredited as a substantive change to our current accredited master's program.

Program outcome data and methods of data collection are outlined in our Systematic Evaluation Plan (SEP). The SEP is a dynamic document used in the School of Nursing to provide the blueprint for ongoing data collection, as well as to define specific program outcomes that will be assessed.

Outcome data specific to the new AGNP program will be added to the SEP document so as to ensure program quality, and to provide a method of assuring program integrity is achieved and maintained.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

AGNP program

- A. NURS 518 HEALTH ASSESSMENT FOR THE ADVANCED PRACTICE NURSE (2-0-2)(F/S/SU).** Holistic assessment of all human systems using advanced assessment techniques, concepts, and approaches. Advanced assessment skills integrated with principles of differential diagnosis and clinical decision-making skill building. PREREQ: NURS 502 and NURS 510.
- B. NURS 519 HEALTH ASSESSMENT FOR THE ADVANCED PRACTICE NURSE CLINICAL (0-3-1)(F/S/SU).** Development and application of skills in advanced, Holistic-assessment of all human systems in clinical/laboratory settings. PREREQ: NURS 502 and NURS 510.
- C. NURS 520 PROFESSIONAL ROLE FOR THE ADVANCED PRACTICE NURSE (3-0-3)(F/S/SU).** Appraises advanced practice nursing roles, scope of practice, legal and ethical principles of advanced practice and health care policy. PREREQ: NURS 502 and NURS 510.
- D. NURS 532 LEADERSHIP FOR ADVANCED NURSING PRACTICE (3-0-3)(F/S/SU).** Formulates leadership, management, and negotiation skills for advanced practice nurses to achieve improved health outcomes for individuals, communities, and systems. PREREQ: NURS 502.
- E. NURS 534 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS (3-0-3)(F/S/SU).** Integrates broad principles of scientific and nursing principles of therapeutic decision-making to assess, diagnose, and manage common health issues across the adult lifespan with emphasis on needs and care of geriatric and diverse populations. PREREQ: NURS 518, NURS 519, and NURS 520.
- F. NURS 535 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS CLINICAL (0-8-2)(F/S/SU).** Integrates theory with therapeutic decision-making for adult populations across the lifespan with common health conditions within acute or primary health care settings. PREREQ/COREQ: NURS 534.
- G. NURS 536 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- H. NURS 537 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric

November 7, 2012

Page 5

populations with complex acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 536.

- I. NURS 538 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 536 and NURS 537.
- J. NURS 539 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex, acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 538.
- K. NURS 541 ACUTE CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles are synthesized and implemented in acute care setting. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients with complex, acute, critical, and chronic illness problems. PREREQ: NURS 538 and NURS 539.
- L. NURS 542 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- M. NURS 543 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness, in the primary care setting. PREREQ/COREQ: NURS 542.
- N. NURS 544 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 542 and NURS 543.
- O. NURS 545 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness in the primary care setting. PREREQ: NURS 542 and NURS 543. PREREQ/COREQ: NURS 544.
- P. NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.
- Q. NURS 549 ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

November 7, 2012

Page 6

- R. NURS 551 PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- S. NURS 560 SCHOLARLY SYNTHESIS (2-0-2)(F/S/SU).** Synthesis of current knowledge focused in clinical area of study. PREREQ/COREQ: NURS 541 or NURS 547.

AGNP Acute Care Certificate courses

- A. NURS 536 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- B. NURS 537 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 536.
- C. NURS 538 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 536 and NURS 537.
- D. NURS 539 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex, acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 538.
- E. NURS 541 ACUTE CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles are synthesized and implemented in acute care setting. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients with complex, acute, critical, and chronic illness problems. PREREQ: NURS 538 and NURS 539.
- F. NURS 549 ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

AGNP Primary Care Certificate Courses

- A. NURS 542 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- B. NURS 543 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult

and geriatric populations with stable, chronic, and acute episodic illness, in the primary care setting. PREREQ/COREQ: NURS 542.

- C. NURS 544 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 542 and NURS 543.
- D. NURS 545 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness in the primary care setting. PREREQ: NURS542 and NURS 543. PREREQ/COREQ:NURS 544.
- E. NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.
- F. NURS 551 PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

4. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix B.** *For discontinuation requests, will courses continue to be taught?*

AGNP program curriculum

Credit hours required:	47
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	47

The master's AGNP program will be designed as a part-time, self support program to parallel our existing master's program. The AGNP program will consist of 9 semesters (including summers), part-time 3-6 credits per semester, for a total of 47 credits. As an advanced practice nursing program, the lower per semester credits for part-time students allows the student time to complete the 1:4 contact to credit hours ratio. Anticipated enrollment for year one (2014) is 20 students.

Certificates (either acute or primary care)

Credit hours required:	16
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	16

November 7, 2012

Page 8

The Acute and Primary care certificates will be designed as part-time self-support options to parallel the AGNP program. As an advanced practice nursing program, the lower credits for part-time students allows the student time to complete the 1:4 contact to credit hours ratio. Anticipated enrollment for year one (2014) is 6 students.

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

AGNP Program

In order to meet the AACN Essentials and the NONPF guidelines for advanced practice nursing, the student needs a minimum of 500 supervised clinical/practicum hours of direct clinical care to individuals, families, and populations specific to their population focused area. The student will accrue at least 700 supervised practice hours throughout the program focused on the adult and geriatric client.

The graduate certificates do not have a practice hour requirements; however, to maintain high quality graduates from the certificate programs, students will be required to complete at least 500 supervised clinical/practicum hours.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. *If the proposed request is similar to another state program, provide a rationale for the duplication.*

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Master of Nursing Master of Science in Nursing (proposed) Master of Adult-Gerontology Nursing Practice and associated graduate certificates	Masters	Nursing care of populations: focus on prevention, assessment, intervention, and evaluation of population-based programs. Advanced practice role as direct care providers. Focus on prevention, diagnosis, and treatment using nursing frameworks.	Nursing of populations Adult-Gerontology in acute and primary care settings
CSI			
CWI			
EITC			
ISU	Master's	Family Nurse Practitioner (changing to DNP level) Clinical Nurse Specialist (changing to DNP level) Clinical Nurse Leader (stop offering)	Family health

November 7, 2012

Page 9

		Nursing Education	
		Nursing Leadership	
LCSC			
NIC			
UI			

At this time, ISU offers a master's level Family Nurse Practitioner program. However, ISU is in the process of transitioning to a BSN-to-DNP Family Nurse Practitioner program, which will eliminate the NP as a master level degree.

There is no AGNP program within the state of Idaho. We propose a master's-level program because credentialing agencies continue to allow certification at the master's level, and our regional stakeholders have requested an AGNP at the master's level until such time that credentialing agencies require a higher-level degree. The proposed program will differ from ISU's Family Nurse Practitioner program because of the population focus. According to the APRN consensus model, advanced practice nurse competencies focus on population and specialty. The ISU FNP program has a focus on family and individuals across the lifespan, whereas the AGNP's focus is adults from late adolescence to end of life. As the population in Idaho ages, the need for advanced practice nurses that focus on the adult and the older adult will be in demand, especially as an acute care health care provider.

Programs offered in our bordering states:

Washington: Seattle Pacific University – Adult Primary Care Advanced Nurse Practitioner; University of Washington is transitioning to a Doctor in Nursing Practice and is not admitting students to their master's level adult advanced nurse practitioner program

Oregon: Oregon Health Science University offers a Family Nurse Practitioner DNP; University of Portland offers a Family Nurse Practitioner DNP

Montana: Montana State University offers a Family Nurse Practitioner at the master's level

Utah: Does not offer a master's level advanced practice nursing degree

These programs do not offer the Adult-Gerontology Nurse Practitioner at the master's level. The tuition and fees for the bordering states are high and most require on ground face-to-face participation and attendance.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix C**. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on the following two lines of evidence, which together indicate that there will be sufficient demand and market to meet our enrollment projections of 15 new students per year:

1. The Boise State University School of Nursing holds semi-annual advisory board meetings with multiple stakeholders within the Treasure Valley and regionally. Over the last year, advisory board members have expressed the need for advanced practice nurses for acute and primary care settings with advanced nursing knowledge who can provide evidence-based, patient centered care across multiple settings. These advanced practice nurses would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform. One organization has stated they have 54 RNs who are in need of continued advanced

November 7, 2012

Page 10

education. We have received over 15 inquiries specific to a Nurse Practitioner program since January 2012. At least eight of our current master's students have indicated that they would be interested in a nurse practitioner program. In addition, both regional medical centers in the Treasure Valley have requested the Acute Care certificate to assist with credentialing of nurse practitioners who wish to practice in acute care. This data denotes specific interest in an advanced practice nursing program at BSU and will be supported by nurses within the Treasure Valley and beyond.

2. Estimates of market and of workforce needs are difficult because of lack of differentiation in the state and federal forecasts as to the educational level of registered nurses. Federally, 10% hold master's degrees and 43% hold bachelor's degrees. Because educational levels in nursing are rapidly increasing, we will use the following figures in our calculations: 15% of registered nurses at the master's level and 50% at the bachelor's level. The market for the proposed AGNP program will be considered to be the pool of bachelor's prepared nurses. In the state of Idaho in 2008, we had 10,504 registered nurses, projected to grow to 13,337 in 2018. Fifty percent of those numbers yield an Idaho market of 5,252 potential students, growing to 6,669 in 2018. Nationally, there were 2,737,4000 registered nurses in 2010, projected to grow to 3,447,300 in 2020. Fifty percent of those numbers yields a national market of 136,870 in 2010 growing to 172,465 in 2020.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Current MSN/MN AGNP-proposed	28 20 proposed per cohort	21	16	3 approx. 14 per cohort	3	4	~4/yr ~14/yr
ISU - Family nurse practitioner	93	83	81	38	27	26	~32/yr
ISU - Clinical nurse specialist	10	11	11	4	5	3	~5/yr
ISU - Clinical nurse leader	1	1	2	1	0	1	~1/yr
ISU - Education	11			2	7		~5/yr
ISU - Leadership	7			6	9		~7/yr
LCSC							

November 7, 2012

Page 11

UI							
CSI							
CWI							
EITC							
NIC							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

This program will be an expansion of our existing master's program. Given the specific differences in focus of degree tracks, the likelihood of this new degree decreasing our existing enrollment is unlikely.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional) (estimated as ½ of state numbers)	117	117	117
State	233	233	233
Nation	603,000	603,000	603,000

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix D**.

The following are Idaho State Department of Labor projections for employment opportunities for registered nurses in Idaho. These projections do not distinguish by degree level, however.

Idaho State Data Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Registered Nurses	10,504	13,337	2,833	26.97%	283	2.42%	184	467

US Labor Data	Employment (in thousands)		Employment change, 2010-20 (in thousands)		Job openings due to growth and replacement needs, 2010-20 (in thousands)
	2010	2020	Number	Percent	
Registered Nurses	2,737.4	3,449.3	711.9	26.0	1,207.4

Workforce projections can be roughly estimated as the number of master's prepared nurses, which will be calculated as 15% of the number of registered nurses. In Idaho, the workforce is therefore

November 7, 2012

Page 12

estimated at 1,575 in 2008 and 2,000 in 2018. Nationally, the workforce is therefore estimated at 41,061 in 2010 and 51,740 in 2020. Workforce needs are estimated based on the estimated annual openings for master's prepared nurses: those numbers are approximately 235 annually in Idaho and 60,000 nationally.

Across the country we are experiencing a shortage of not only registered nurses, but advanced practice nurses who are prepared with the skills necessary to lead healthcare initiatives that will improve health care and advance the nursing profession. The Tri-Council for Nursing stated that RNs should advance their education to enhance quality & safety across healthcare settings. Idaho regional hospital managers reported the need for advanced practice nurses that could function within an acute care setting and assess specific populations to develop interventions that will impact determinants of health.

The Idaho Department of Labor (2009 report) stated "Graduate-level nursing demand combines demand for educators with demand by practice setting employers. In this case, growth and replacement in both these areas put the expected need for graduate level nurses at 630. Chronic vacancies for this group currently stand at 85. By the end of the decade, the cumulative demand for graduate level nurses stands at roughly 715. Over the next decade annual demand is projected to grow from roughly 140 in 2007 to nearly 160 by 2016." The Department of Labor used a projected growth rate of 21% in graduates which due to the economy Idaho has not been realized. The report stated however, "the growth rate of 21 percent per year fails to address the rising demand for graduate-level nurses in Idaho. The Department of Labor provided regional data related to nursing. Region 3(including Ada and Canyon counties) showed the most significant gap between supply and demand for nurses prepared with a graduate degree. This region is growing and Boise State University has an obligation to increase our nursing graduate programs to meet the needs of our service region.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is changing rapidly and with it comes the need for advanced practice nurses with the ability to address the complexities of health care systems. The recent passage of the Affordable Care Act will place strong demands on the health care workforce in Idaho. Approximately 100,000 new patients will need to be seen by the healthcare workforce in Idaho. We will need advanced practice nurses who will be able to use current evidence to support practice and decision making within multiple health care settings.

Although it is not expected that nurses with advanced education will create new jobs, by supplying the need for advanced practice nurses, it is likely that interventions to increase the health of specific populations will improve productivity and therefore help improve the state of the economy.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

AGNPs will be able to address complex healthcare issues in multiple settings using translational research and evidenced-based practice. A recent Institute of Medicine and Robert Wood Johnson Foundation report, *Future of Nursing*, calls for nurses to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. Therefore, nursing graduate education needs to focus on competencies that include advanced practice, leadership, health policy,

November 7, 2012

Page 13

system improvement, evidence-based practice and research.

As well as a shortage of advanced practice nurses, we are experiencing a shortage of nurse educators. From the 2009 Faculty Vacancy Survey conducted by the AACN, 56% of schools reported faculty vacancies. Within those schools reporting vacancies, there was 9.7% vacancy rate. The highest rate of vacancies (10.8%) was found in the western U.S. This shortage will continue as existing nurse educators age and retire. The BSU Nursing Advisory Board stated that knowledgeable advanced nurse educators are needed to instruct the next generation of nurses regarding the increasing complexities of our health care systems. The need to produce high-quality nurse educators for both practice and academia is imperative in order to continue to supply Idaho with nursing coverage. The AGNP degree holder will not only be an expert in determining needs within a patient population, but able to aid in the education of new nurses within the state and maintain high levels of education for existing nurses working with various patient populations.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

This AGNP program and certificates will be offered as an online, asynchronous program utilizing the learning platform Blackboard. Over the course of the three-year part-time instruction, students will be expected to come to campus for approximately three onsite intensive course workshops. These workshops will allow students to know their professors and to learn group interaction imperative for the health care work environment. This time on campus will allow students the opportunity to learn hands-on skills specific to the advanced practice nurse and allow faculty to confirm students have achieved the high-level performance required of program graduates. eCampus resources will be utilized to assist with the design & development of the multiple courses delivered via Blackboard learning systems.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A WELL EDUCATED CITIZENRY: The educational system will provide opportunities for individual advancement.	The proposed program will produce highly qualified nurse practitioners who will be highly valuable members of our health care 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.	The program will provide increased access for individuals to enhance their level of nursing in education.
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	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development& evaluation.

November 7, 2012

Page 14

<p>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.</p>	
<p>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. Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.</p>	<p>The program will be offered using a self support model.</p> <p>A key attribute of graduates of the program will be their ability to ensure effective and efficient working of our health care system.</p>

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

*Boise State University is a public, metropolitan research university offering an array of undergraduate and **graduate degrees** and experiences that **foster student success, lifelong learning, community engagement, innovation and creativity**. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. **As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.***

The highlighted portions of Boise State University's Core Theme Two are especially relevant to the proposed program:

CORE THEME TWO: GRADUATE EDUCATION

*Our university provides **access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful within national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.***

***Core Objective 2.1: Access.** We provide students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable.*

***Core Objective 2.2: Relevance.** Our graduate students develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, nationally, and globally.*

***Core Objective 2.3: Quality.** Our graduate programs are composed of advanced and integrated learning experiences that provide disciplinary depth and interdisciplinary connections, and that reinforce the overall scholarly output of the university.*

14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.

November 7, 2012

Page 15

Goals of Institution Strategic PlanMission	Proposed Program Plans to Achieve the Goal
1. Create a trademark, high-quality educational experience for all students	The proposed program will be a high quality program, will be NLNAC accredited, and will use the AACN indicators of quality and relevance.
2. Facilitate the timely attainment of educational goals of our diverse student population	The program will be available online to practicing master's-prepared nurses.
3. Elevate our research, creative activity, and graduate programs to higher levels of excellence.	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development& evaluation.
4. Align university programs and activities with community needs	Graduates will develop skills necessary to be nurse leaders and nurse educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. Our community partners (see letters of support) have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face-to-face time with potential students are available.
2. BSU and the School of Nursing will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the institution.
3. Students will be recruited from health care institutions across the Treasure Valley and southwest Idaho using on site BSU personnel as well as having printed material available to the institutional educators and researchers.
4. Faculty members and recruiters knowledgeable about the program will visit regional institutions that employ RNs to describe and distribute materials related to the AGNP program.
5. The School of Nursing has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
6. Recent graduates of our current master's program will be contacted and sent materials related to the program.
7. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional nursing journals and newsletters.
 - b. Regional press releases to announce the opening of the program.
 - c. Informational activities held for regional health care institutions and educational institutions that employ RNs.

November 7, 2012

Page 16

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix E**.

NA

18. **Program Resource Requirements.** Using the **Excel spreadsheet** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. Planned Student Enrollment													
(FTE calculated as 1 FTE = 12 credit hours per semester for graduate programs)													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		5.00	20	21.75	20 to 38	33.08	35 to 53	37.75	49 to 53	37.8	49 to 53	135	173 to 207
B. Shifting Enrollments		0	0	0	0	0	0	0	0	0	0	0	0
II. REVENUES													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated-Reallocation												\$0	0
2. Appropriated new												\$0	0
3. Federal												\$0	0
4. Tuition												\$0	0
5. Student Fees			\$72,000		\$313,200		\$476,400		\$543,600		\$543,600	\$0	\$1,948,800
6. Other (local funds)			\$57,500		-\$1,854		-\$55,646					\$0	\$0
TOTAL Revenue		\$0	\$129,500	\$0	\$311,346	\$0	\$420,754	\$0	\$543,600	\$0	\$543,600	\$0	\$1,948,800
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>													
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
II. Expenditures		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs													
1. FTE			1.30		3.76		5.81		6.71		6.71		24
2. Faculty			\$41,000		\$83,000		\$82,500		\$156,500		\$156,500		\$519,500
3. Administrators			\$12,500		\$26,000		\$26,000		\$28,000		\$28,000		\$120,500
4. Adjunct Faculty			\$0		\$38,250		\$68,625		\$66,375		\$66,375		\$239,625
5. Instructional Assistants													\$0
6. Research Personnel													\$0
7. Support Personnel			\$21,000		\$42,000		\$76,000		\$76,000		\$76,000		\$291,000
8. Fringe Benefits			\$24,240		\$52,905		\$69,053		\$91,628		\$91,628		\$329,453
8. Other													\$0
TOTAL Personnel Costs			\$98,740		\$242,155	\$0	\$322,178	\$0	\$418,503	\$0	\$418,503		\$1,500,078
B. Operating Expenses												Cumulative Totals	
1. Travel			\$2,000		\$2,000		\$6,000		\$8,000		\$8,000		\$26,000
2. Professional Services			\$6,500		\$6,500								\$13,000
3. Other services			\$6,500		\$8,625		\$11,875		\$12,625		\$13,750		\$53,375
9. Materials and Goods for manufacture and resale													\$0
10. Miscellaneous			\$6,400		\$11,350		\$18,710		\$19,510		\$19,510		\$75,480
TOTAL OPERATING EXPENSES			\$21,400		\$28,475	\$0	\$36,585	\$0	\$40,135	\$0	\$41,260		\$167,855
C. Capital Outlay		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
1. Library resources			\$0		\$0		\$0		\$0		\$0		\$0
2. Equipment			\$0		\$0		\$0		\$0		\$0		\$0
TOTAL Capital Outlay			\$0		\$0		\$0		\$0		\$0		\$0
D. Physical Facilities Construction			\$0		\$0		\$0		\$0		\$0		\$0
E. Indirect Costs			\$9,360		\$40,716		\$61,932		\$70,668		\$70,668		\$253,344
Total Expenditures			\$129,500		\$311,346	\$0	\$420,695	\$0	\$529,306	\$0	\$530,431		\$1,921,277
Net Income (Deficit)			\$0	\$0	\$0	\$0	\$60	\$0	\$14,295	\$0	\$13,170	\$0	\$27,524

November 7, 2012

Page 18

Budget notes:

- II.A. The large increase in total personnel cost, but relatively modest increase in personnel FTE, between FY2016 and FY2017 is a result of a shift of workload to a new tenure-track faculty member and away from adjunct faculty members.
- III.B.2. Professional services consist of course development fees paid to the Division of Extended Studies.
- III.B.3. Other Services consist of simulation lab fees and equipment fees.
- III.B.10. Miscellaneous consists of liability insurance & credit card fees & miscellaneous.
- III.E. Indirect Costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

a. Personnel Costs**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.

FY2014	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.38	72	3
NP Clinical Coordinator	\$55,000	.25	38	2
FY2015	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.75	156	6.5
NP Clinical Coordinator	\$55,000	.5	104	4.3
Adjuncts	N/A	1.15	240	10
FY2016	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.75	165	6.9
NP Clinical Coordinator	\$55,000	.5	110	4.6
Adjuncts	N/A	2.2	486	20.2

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

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

FY2014	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.13	\$8,750
NP Chair	\$75,000	.05	\$3,750

November 7, 2012

Page 19

FY2015	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.25	\$17,500
NP Chair	\$75,000	.1	\$7,500
Dept Chair	\$75,000	.01	\$1,000
FY2016	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.25	\$17,500
NP Chair	\$75,000	.1	\$7,500
Dept Chair	\$75,000	.01	\$1,000

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses will include office expenses and travel. Faculty will stay current in professional areas via webinars and attendance at professional conferences.

c. Capital Outlay

(1) Library resources

- Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- For off-campus programs, clearly indicate how the library resources are to be provided.

Necessary library resources are fully available via online means.

(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.

Additional equipment is needed for this advanced practice nurse practitioner (NP) program, especially for the acute care track. We will purchase items such as central line trainers and we will increase our utilization of standardized patients in the simulation center with our NP program.

d. Revenue Sources

- If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. The proposed program will be self support.

- If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program. The proposed program will be self support.

- 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.

November 7, 2012

Page 20

Not applicable. The proposed program will be self support.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable. The proposed program will be self-support

- (5) Provide estimated fees for any proposed professional or self-support program.

Students will pay a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all inclusive; no additional fees will be imposed.

Appendix A: MOU with Idaho State University
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PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources, including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research-focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand their graduate programs to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015 that the DNP degree be offered as the primary advanced practice nursing degree for all graduate-level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the nursing programs summarized in Table I.

March 26, 2012

1

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

Table I. Summary of Nursing Programs

Boise State University	Idaho State University
<p>Boise State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and leadership 	<p>Idaho State University College of Technology currently offers:</p> <ul style="list-style-type: none"> • Associate Degree in Nursing <p>Idaho State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.

Table I (cont.)

<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Adult-Gerontology NP program will be transitioned to DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the 11th day of April, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.
3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

March 26, 2012

4

4. ISU and BSU support the proposals to develop the following new programs:

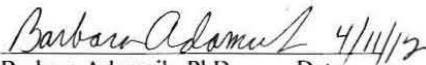
Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist - Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing

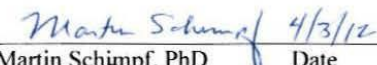
5. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
6. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Idaho State Board of Education policy.


7. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
8. ISU and BSU agree to collaborate in developing and managing clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's Physician Assistant (PA) program to assure high-quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so that coordinators from both nursing schools and the PA program can have office space in both locations. Both institutions commit to their coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

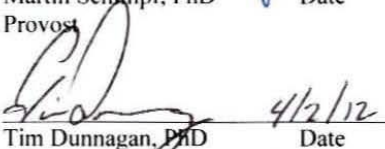
IDAHO STATE UNIVERSITY

BOISE STATE UNIVERSITY

 4/11/12
 Barbara Adamcik, PhD Date
 Interim Provost

 4/3/12
 Martin Schimpf, PhD Date
 Provost

 4/6/12
 Linda Hatzenbuehler, PhD Date
 Executive Dean, College of Sciences
 Vice President, Division of Health Sciences

 4/2/12
 Tim Dunnagan, PhD Date
 Dean, College of Health Sciences

March 26, 2012

6

Appendix B: Coursework Scheduling for Proposed AGNP Program at Boise State University

Master of Nursing, Adult Gerontology Nurse Practitioner	
Course Number and Title	Credits
NURSING CORE	
NURS 502 Foundation of Knowledge and Theory for Advanced Nursing	3
NURS 508 Advanced Research and Scholarly Inquiry for Nursing	3
NURS 522 Concepts of Population Nursing in Health Systems	3
NURSE PRACTITIONER CORE	
NURS 510 Advanced Physiology & Pathophysiology	3
NURS 516 Advanced Pharmacotherapeutics	3
NURS 518 Health Assessment for the Advanced Practice Nurse	2
NURS 519 Health Assessment for the Advanced Practice Nurse Clinical	1
NURS 520 Professional Role for the Advanced Practice Nurse	3
NURS 532 Leadership for Advanced Nursing Practice	3
NURS 534 Diagnosis and Management of Adult/Geriatric Health and Illness	3
NURS 535 Diagnosis and Management of Adult/Geriatric Health and Illness Clinical	2
NURS 560 Scholarly Synthesis	2
Total	31
Adult-Gerontology Nurse Practitioner Acute Care Option	
Nursing core and Adult-Gerontology Nurse Practitioner Core	31
Course Number and Title	Credits
NURS 536 Acute Care Management of Adult/Geriatric Health and Illness I	4
NURS 537 Acute Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 538 Acute Care Management of Adult/Geriatric Health and Illness II	4
NURS 539 Acute Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 541 Acute Care Clinical Residency	3
NURS 549 Acute Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	47
Adult-Gerontology Nurse Practitioner Primary Care Option	
Nursing Core and Adult-Gerontology Nurse Practitioner Core	31
Course Number and Title	Credits
NURS 542 Primary Care Management of Adult/Geriatric Health and Illness I	4
NURS 543 Primary Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 544 Primary Care Management of Adult/Geriatric Health and Illness II	4
NURS 545 Primary Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 547 Primary Care Clinical Residency	3
NURS 551 Primary Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	47

Graduate Certificate, Adult-Gerontology Nurse Practitioner-Acute Care	
Course Number and Title	Credits
NURS 536 Acute Care Management of Adult/Geriatric Health and Illness I	4
NURS 537 Acute Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 538 Acute Care Management Adult/Geriatric Health and Illness II	4
NURS 539 Acute Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 541 Acute Care Clinical Residency	3
NURS 549 Acute Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	16

Graduate Certificate, Adult-Gerontology Nurse Practitioner-Primary Care	
Course Number and Title	Credits
NURS 542 Primary Care Management of Adult/Geriatric Health and Illness I	4
NURS 543 Primary Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 544 Primary Care Management of Adult/Geriatric Health and Illness II	4
NURS 545 Primary Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 547 Primary Care Clinical Residency	3
NURS 551 Primary Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	16

Appendix E: Letters of supportAppendix E: Letters of support



November 10, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise, ID 83725-1800

Dear Dr. Dunnagan:

Boise State University has an outstanding School of Nursing. St. Luke's Health System values our service academic partnership and enjoys a rich and fruitful relationship with the School. We write to support Boise State's intent to begin a new track (Adult Nurse Practitioner) to their already successful Masters program and to support the development of a DNP program. We are pleased to see Boise State respond to our request for these programs.

It is important to St. Luke's to have Boise State develop and implement these programs. The St. Luke's Health System has a close relationship with Boise State and we are looking forward to partnering with Boise State in the development of these programs. There are many graduate nursing programs available to our staff nurses, but we support having high quality local programs from Boise State as part of our partnership with the University. St. Luke's Treasure Valley employs a large percentage of the Boise State Nursing graduates. We find the graduates to be excellent practitioners who excel in their ability to offer compassionate, patient-centered care.

The St. Luke's Health System is committed to providing clinical placement for the students in our in-patient, ambulatory, and clinic facilities, sending our employees to these programs, and continuing to support joint appointment faculty for their programs.

The St. Luke's Boise/Meridian campuses recently revised the privileges for nurse practitioners allowing nurse practitioners to admit, discharge, write orders and prescriptions, and collaborate with our physicians to manage patients. This, combined with changes in our care delivery models as we position for accountable care will increase the demand for high quality nurse practitioners in the

St. Luke's Health System
David C. Pate, MD, JD
President and CEO
420 West Idaho Street
Boise, Idaho 83702
P (208) 381-1831

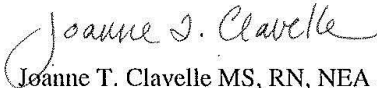
stlukesonline.org

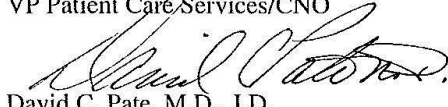
Treasure Valley and we strongly support Boise State developing this program to meet the needs in the Treasure Valley.

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and in-direct caregiver roles. St. Luke's Boise/Meridian supports Boise State University in developing a local DNP program (both as a MS to DNP and as a BS to DNP).

Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

Sincerely,


Joanne T. Clavelle MS, RN, NEA – BC, FACHE
VP Patient Care Services/CNO


David C. Pate, M.D., J.D.
President and Chief Executive Officer
St. Luke's Health System


Chris Roth
Chief Executive Officer, Treasure Valley

DCP/dm



November 23, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

Saint Alphonsus Health System has an outstanding relationship with the Boise State University School of Nursing. We are closely involved with preparation of the graduates from the School, and we are pleased Boise State University has responded to our request to develop a nurse practitioner and Doctorate of Nursing Practice (DNP) program.

Saint Alphonsus Health System is in strong support of Boise State's intent to begin a new track: Adult Nurse Practitioner, adding to its already successful Masters program, and to support the development of a DNP program. We are pleased to see Boise State continue to increase the quality of the nursing profession in the Treasure Valley and help to meet the health care needs in the Treasure Valley.

It is important to Saint Alphonsus Health System to have Boise State University develop and implement these programs. Boise State has an exceptional School of Nursing, and Saint Alphonsus has played an important role in the development of the program. It is important to us that we have a high quality local program that we can be part of developing and implementing. Saint Alphonsus Health System is committed to partnering with the Boise State University School of Nursing by providing clinical placement for the students in our in-patient and clinic facilities, sending our employees to these programs, and continuing to assist with faculty for their programs.

Saint Alphonsus Regional Medical Center has long utilized advanced practice nurses in the care model for the hospital and our clinics. We expect a significantly increased need for nurse practitioners and strongly support Boise State developing this program to meet the needs in the Treasure Valley.

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

Dr. Tim Dunnagan
November 23, 2011
Page 2

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and indirect roles. Saint Alphonsus Regional Medical Center has worked with Boise State to develop a local DNP program (both as a MS-to-DNP and as a BS-to-DNP). Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

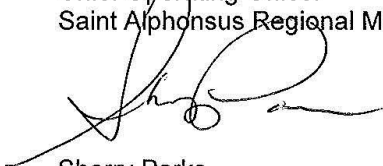
Sincerely,



Sally E. Jeffcoat
President & CEO
Saint Alphonsus Regional Medical Center and
Saint Alphonsus Health System



Rodney D. Reider
Chief Operating Officer
Saint Alphonsus Regional Medical Center

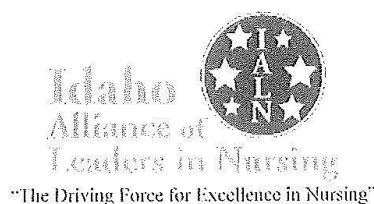


Sherry Parks
Chief Nursing Officer
Saint Alphonsus Regional Medical Center

SP/bl

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH



Margaret Henbest
Executive Director

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Tammy Pehrson
College of Southern ID
Region 5

Judy Moore
Bingham Memorial Hospital
Region 6

Dianna Johnston
Hearts for Hospice
Region 7

Lori Stinson
Lewis Clark State College
CNEL President

November 9, 2011

Dr. Tim Dunnagan
Boise State University
1910 University Dr.
Boise, ID 83725-1800

Dear Dr. Dunnagan,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represents nursing education and practice statewide and includes faculty from Boise State University. IALN is also the co-lead of a state effort to implement the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports BSU's development of a Masters in Nursing Adult Nurse Practitioner degree program and a Doctor of Nursing Practice (DNP) degree program. The most recent Idaho nursing workforce report, published in January by the Idaho Department of Labor reveals a significant and on-going shortage of Advanced Practice Registered Nurses (APRN) statewide. In addition, the recent passage of the Affordable Care Act is predicted to place significant demands on the primary care workforce across the nation as insurance coverage is made available to some 30 million Americans. Along with physicians and physician's assistants, nurse practitioners licensed as APRN's will help meet these demands for improved access to quality health care services.

BSU has been thoughtful and deliberate in its planning of these two programs. Though there is an effort in nursing education nationally to establish the DNP as the terminal degree for nurse practitioner preparation by 2015, national APRN certifying bodies have not yet adopted this requirement. BSU's community partners are strongly supportive of its proposal to initially establish the Master's level nurse practitioner program which will then seamlessly progress to a DNP degree should the master's graduate choose to do this, and subsequently if certifying entities require it. In the meantime, master prepared adult nurse

615 North Seventh Street, Boise, ID 83702
208-367-1171 www.nurseleaders.org

Practitioner graduates from BSU will expeditiously be available to help meet primary care workforce needs across Idaho. One of the key messages of the IOM report on the Future of Nursing is that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. By offering both degree options and knitting them together, BSU is accomplishing this recommendation.

Thank you for identifying and pursuing this critical educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way with this process.

Sincerely,



Margaret Henbest
Executive Director
Idaho Alliance of Leaders in Nursing



November 28, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

The Idaho Hospital Association (IHA) and its member hospitals, Idaho's community hospitals, have a strong relationship with the Boise State University College of Health Sciences and the School of Nursing. As an organization, we are supportive of Boise State University's intent to develop a Masters level nurse practitioner program and a Doctorate of Nursing Practice (DNP) program.

As the one of the largest, if not the largest nursing program in the Idaho, Boise State graduates play a pivotal role in meeting the needs for nurses in this region and the entire state. IHA member hospitals from all over the state continue to hire graduates from Boise State University School of Nursing.

Data from the Idaho Department of Labor indicates the nursing shortage has eased a bit in many areas in the state. This is **not** true for the Treasure Valley. (Neither is it a permanent easing.) The data indicates that the Treasure Valley has significant shortages of registered nurses and an even greater need for advanced practice nurses (nurse practitioners). The program being proposed by Boise State will help meet the needs of the citizens in the Treasure Valley and beyond. It is imperative that Boise State University begin these programs now so that the needed practitioners are available and ready to practice to meet the health needs of our communities.

The nursing profession is quickly moving to the doctoral level of preparation for advance practice nurses. Development of the Doctorate of Nursing Practice (DNP) program will ensure Boise State can prepare nurse practitioners in compliance with the certification board requirements.

Please let me know if I can provide other information related to support for Boise State University and the development of these new nursing programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven A. Millard", written over a light blue horizontal line.

Steven A. Millard
President/CEO

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - www.teamiha.org

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section II.H. – Coaching Personnel – First Reading	Motion to approve
2	IDAHO STATE UNIVERSITY Multi-Year Employment Agreement - Head Women's Soccer Coach	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

SUBJECT

Idaho State Board of Education Policy II.H. – first reading

REFERENCE

October 2012	Board approved 1 st reading limiting multi-year coach contracts to not more than three years.
December 2012	Board deferred 2 nd reading to February, 2013 meeting pending further edits

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

At the December 2012 Board meeting Board member Lewis expressed concern with current policy allowing consecutive one-year contracts under II.H.2. and suggested a dollar threshold beyond which Board approval should be required. The policy was sent back to committee for revisions.

Board member Westerberg also asked staff to look into revising policy to ensure that coach contracts have material liquidated damages clauses for coaches terminating for convenience. Board counsel worked with institution general counsel to develop a proposed revision to Board Policy II.H.1.

IMPACT

The proposed policy revision would make the following changes:

- limit multi-year coach contracts to not more than three years, absent extraordinary circumstances
- all multi-year employment contracts require prior Board approval
- contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that a coach terminates their contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated
- contracts for one year and \$150,000 or less do not need Board approval

ATTACHMENTS

Attachment 1 – Policy II.H. – Revised second reading	Page 3
Attachment 2 – Model Coach Contract	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

With the addition of the liquidated damages provision and corresponding edits to the model contract (see section 5.3.3), it was determined this policy should go back to a first reading.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section II.H., Policies Regarding Coaching Personnel and Athletic Directors, and the Model Coach Contract, with all revisions as presented

Moved by_____ Seconded by_____ Carried Yes_____ No_____

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors

April 2013

1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five-three (53) years, subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that the coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated. A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances. All contracts must be submitted for Board approval prior to the contract effective date. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The December 9, April 2010 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less and an annual salary of \$150,000 or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The December 9, 2010 Board revised and approved model contract is adopted by reference into this policy. The single-year model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

3. Academic Incentives

Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives.

4. Part-time Coaches Excepted

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors

April 2013

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

5. Assistant Coaches

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

(MODEL ATHLETICS CONTRACT)**EMPLOYMENT AGREEMENT**

This Employment Agreement (Agreement) is entered into by and between _____
(University (College)), and _____ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach of its intercollegiate (Sport) team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)'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 (College)'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (College)'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) 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 (Depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (____) years, commencing on _____ and terminating, without further notice to Coach, on _____ 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 (College) 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 (College)'s Board of (Regents or Trustees). 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 (College).

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

- a) An annual salary of \$_____ per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University (College)'s Board of (Regents or Trustees) ;
- b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University (College)'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.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) 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 teams) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 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 discretion of the President in

consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees). 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 at-risk 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 (amount or computation) 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 University (College) 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 discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees).

3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'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). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment). 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, 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 are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets.

3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))**
Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s camps in Coach's capacity as a University (College) employee. Coach hereby agrees

to assist in the marketing, supervision, and general administration of the University (College)'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 University (College)'s summer football camps, the University (College) shall pay Coach (amount) per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment) .

(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:

- a) The summer youth camp operation reflects positively on the University (College) and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University (College) facilities including the _____ .
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;

- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.7 Coach agrees that the University (College) 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 Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). 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) coach. In order to avoid entering into an agreement with a competitor of (Company Name), Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside income to the University (College) 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), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. 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. Coach's Specific Duties and Responsibilities. 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 which 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 (College) 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 (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); 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 Team 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 (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach 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 C. 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)'s Handbook; (c) University (College)'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 (Sport) conference of which the University (College) is a member.

4.2 Outside Activities. 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 (College), would reflect adversely upon the University (College) 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 which are consistent with Coach's obligations under this Agreement.

Coach may not use the University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)'s President for all athletically related income and benefits from sources outside the University (College) and shall report 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 (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) 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 (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, 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 (College)'s Board of (Trustees or Regents).

4.5 Scheduling. 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 designee.

4.7 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 Termination of Coach for Cause. The University (College) 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 rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University (College) 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 (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 Coach from duty without the University (College)'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University (College)'s judgment, reflect adversely on the University (College) or its athletic programs;
- f) The failure of Coach to represent the University (College) and its athletic programs positively in public and private forums;
- g) The failure of Coach 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)'s governing board, the conference, or the NCAA (NAIA);
- h) The failure of Coach to report a known violation 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), 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 University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team 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 (College) 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 (College) 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 (College)'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 (College) 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 (NAIA) 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 (NAIA) enforcement procedures. This section applies to violations occurring at the University (College) or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University (College).

5.2.1 At any time after commencement of this Agreement, University (College), 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; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other 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 other employment, then subtracting from this adjusted gross compensation deduction 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) employee until the term of this Agreement ends or until Coach obtains employment or any 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 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 agrees not to accept employment for compensation at less than the fair value of Coach's services, as

determined by all circumstances existing at the time of employment. 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 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 Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University (College) 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 University (College). The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

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) 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 (College). Termination shall be effective ten (10) days after notice is given to the University (College).

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) 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 damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties 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 damages are extremely difficult to determine with certainty. The parties further agree that the payment of

such liquidated damages 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 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 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.

5.4 Termination due to Disability or Death of Coach.

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 (College)'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 (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 (College)'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 (College).

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

5.7 No Liability. 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.

5.8 Waiver of Rights. 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 (College) employees, if the University (College) 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 (College) from compliance with the notice, appeal, and similar employment-related rights provide 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 (College) Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University (College)'s Board of (Regents or Trustees) and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s Board of (Regents or Trustees), 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 or Trustees) and University (College)'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the _____ 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 (College) or developed by Coach on behalf of the University (College) or at the University (College)'s direction or for the University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). 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 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

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

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

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

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

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The 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 (College)'s sole discretion.

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

the University (College): Director of Athletics

with a copy to: President

the Coach:

Last known address on file with
University (College)'s Human Resource Services

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

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

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

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University (College)'s prior written consent in each case, use any name, trade name, trademark, or other

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

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

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

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

UNIVERSITY (COLLEGE)

COACH

, President Date

Date

Approved by the Board of (Regents or Trustees) on the ____ day of _____, 2010.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013**

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year employment agreement for Allison Gibson, Head Women's Soccer Coach

APPLICABLE STATUTE, RULE OR POLICY

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

DISCUSSION

Idaho State University is requesting approval for a three-year employment agreement for Allison Gibson, Head Women's Soccer Coach (see Attachment 1). The employment agreement contains the duties, responsibilities and conditions of employment. A model contract matrix of the employment agreement that identifies departures from the model contract form and justifies these changes is included as Attachment 3. The position is funded by state appropriated funds.

This contract will provide a stable coaching environment for the women's soccer program, which has been successful under Coach Gibson, as well as stability and consistency for the Athletic Department as a whole.

IMPACT

The annual base salary from appropriated funds is \$60,278.40 with incentives as follows:

Athletic Incentive Pay may be earned as follows:

–	Conference Champion		\$2,318.40	
	– or –			
–	Conference Co-Champion		\$2,318.40	
–	Big Sky Conference Tournament		\$2,318.40	
	– or –			
–	NCAA Tournament berth		\$2,318.40	
–	NCAA Women’s Soccer Tournament			
	Round 1	64 Teams	1st win	\$3,000
	Round 2	32 Teams	2nd win	\$6,000
	Round 3	16 Teams	3rd win	\$9,000
	Round 4	8 Teams	4th win	\$12,000
	Round 5	4 Teams	5th win	\$15,000
	Round 6	2 Teams	6th win	\$18,000

National Championship Winner Bonus Total: \$63,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013**

– Conference Coach of the Year \$2,318.40

Academic Incentive Pay may be earned if the team's one-year Academic Progress Rate (APR) is as follows:

National Ranking			
50% – 59.9%	=	\$500	
60% – 69.9%	=	\$750	
70% – 79.9%	=	\$1,250	
80% or above	=	\$1,750	

Total potential annual compensation (base salary and incentives) is \$131,983.60.

The coach may participate in University operated youth soccer camps. The University will pay any net revenues as supplemental compensation.

ATTACHMENTS

Attachment 1	Employment Agreement	Page 3
Attachment 2	Employment Agreement – Red-Line	Page 15
Attachment 3	Model Contract Matrix Changes	Page 31

STAFF AND COMMENTS AND RECOMMENDATIONS

This is a three year contract commencing February 21, 2013. The employment agreement follows the Board-approved model contract.

The contract also contains liquidated damages in favor of the University. Liquidated damages for the Coach terminating the contract early for her own convenience are \$25,000 for the first 11 months, then \$20,000 for the next 12 months, \$10,000 for the final 12 months.

The maximum academic incentive does not rise to a level equivalent to any of the supplemental compensation incentives for performance. The Board will need to determine whether it deems the academic incentives to be sufficient.

BOARD ACTION

I move to approve the request by Idaho State University to enter into an employment contract with Allison Gibson, as Women's Soccer Coach (1.0 FTE), for a term commencing February 21, 2013 and expiring on February 21, 2016 with an annual base salary of \$60,278.40 and such contingent base salary increases, and incentive/supplemental compensation provisions as set forth in the materials presented to the Board, in substantial conformance with the terms of the contract set forth in Attachment 1 in the Board materials.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University (University) and Allison Gibson (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's soccer team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. 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's President (President).

1.3. Duties. 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 3.2.6 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three (3) years, commencing on February 21, 2013 and terminating, without further notice to Coach, on February 21, 2016 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by 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 Trustees. 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 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$60,278.40 per year, 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 Trustees);
- 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.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head Women's Soccer coach as of the ensuing January 5th, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay ($2/52 \times \text{Annual Salary}$) of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Soccer Tournament berth, and if Coach continues to be employed as University's head Women's Soccer coach as of the ensuing January 5th, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay ($2/52 \times \text{Annual Salary}$) of Coach's Annual Salary during the fiscal year in which the post-season participation are achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$1,750 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 discretion of the President in consultation with the Director and approved by the University's Board of Trustees. The determination shall be based on the following factors: the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere and the Team's one-year APR national ranking based on attainment of the following levels:

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
50%-59%	\$ 500.00
60%-69%	\$ 750.00
70%-79%	\$ 1,250.00

80% or above

\$ 1,750.00

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 Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year the Team advances in the NCAA Women's Soccer Tournament, and if Coach continues to be employed as University's head Women's Soccer coach as of the ensuing January 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	64 Teams	1 st win	\$3,000.00
Round 2	32 Teams	2 nd win	\$6,000.00
Round 3	16 Teams	3 rd win	\$9,000.00
Round 4	8 Teams	4 th win	\$12,000.00
Round 5	4 Teams	5 th win	\$15,000.00
Round 6	2 Teams	6 th win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.5 Each year the Coach is named as the Conference Coach of the Year, and if Coach continues to be employed as University's head Women's Soccer coach as of the ensuing January 5th, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay ($2/52 \times$ Annual Salary) of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth Women's Soccer camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's soccer camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's soccer camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of her employment as head Women's Soccer coach at the University, or, at Coach's option, direct those net revenues as an enhancement to the Women's Soccer program budget at the University. This amount shall be paid within 30 days after all camp bills have been paid.

3.2.7 Coach 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 Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach 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. Coach agrees that, upon the University'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. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder her duties and obligations as head Women's Soccer coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University 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 which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. 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. Coach's Specific Duties and Responsibilities. 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 which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage 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 Team 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's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Trustees of the Idaho State University Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) the ISU Policies and Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Big Sky Conference of which the University is a member.

4.2 Outside Activities. 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 which 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 NCAA Rules. 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 report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall 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 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, 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 Trustees.

4.5 Scheduling. 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 designee.

4.6 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 Termination of Coach for Cause. 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 rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, 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 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 Team; 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 Team 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. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University 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 until the term of this Agreement ends; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the

amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other 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 other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue her health insurance plan and group life insurance as if she remained a University employee until the term of this Agreement ends or until Coach obtains employment or any 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 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 agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to her by University after the date she obtains other employment, to which she is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to her employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that her 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 her employment by entering into this Agreement and that its investment would be lost were she to resign or otherwise terminate her employment with the University before the end of the contract term.

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

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach

terminates this Agreement for her convenience she shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before January 25, 2014, the sum of \$25,000.00; (b) if the Agreement is terminated between January 26, 2014 and January 25, 2015 inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between January 26, 2015 and January 25, 2016 inclusive, the sum of \$10,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties 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 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 damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are 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 provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, she shall forfeit to the extent permitted by law her right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

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'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 she is entitled by virtue of employment with the University.

5.5 Interference by Coach. 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 No Liability. 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 Waiver of Rights. 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 provide for in the State Board of Education and Board or Regents of the Idaho State University Governing Policies and Procedures and Rule Manual, and the ISU Policies and Procedures Manual.

5.8 Coach agrees that in the event of a termination of this Agreement pursuant to this Article 5, the University may, at its sole option, require Coach to take any or all of her accrued unused vacation days prior to the effective date of the termination.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Trustees, 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 Trustees and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car Program), material, and articles of information, including, without limitation, keys, credit cards, cellular telephones, 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 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

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

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

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

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

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The 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 she is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

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

the University: Director of Athletics

Jeffrey K. Tingey
921 S. 8th Ave. Stop 8173
Pocatello, ID 83209-8173

with a copy to: President

Arthur Vailas
921 S. 8th Ave. Stop 8310

Pocatello, ID 83209-8310

the Coach: Allison Gibson
Last known address on file with
University's Human Resource Services

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

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

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

6.13 Non-Use of Names and Trademarks. The 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 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

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

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

IDAHO STATE UNIVERSITY

COACH

Arthur C. Vailas, President Date

Allison Gibson Date

Approved by the Board of Trustees on the ____ day of _____, 2013.

~~(MODEL ATHLETICS CONTRACT)~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____
~~(Idaho State~~ University (~~College~~);University) and _____Allison Gibson
 (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ women's soccer team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s~~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 (College)'s~~University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the ~~University (College)'s~~University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ 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 ~~(Depending on supplemental pay provisions used)~~ 3.2.6 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (~~three (3)~~) years, commencing on February 21, 2013 and terminating, without further notice to Coach, on February 21, 2016 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 ~~(College)~~ 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 (College)'s~~University's Board of ~~(Regents or Trustees)~~. 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 ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$ ~~_____~~ \$60,278.40 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the ~~University (College)'s~~ University's Board of ~~(Regents or Trustees)~~ _____;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the ~~University (College)'s~~ 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.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion ~~and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post season tournament or post season playoffs)~~, and if Coach continues to be employed as ~~University (College)'s~~ University's head ~~(Sport)~~ Women's Soccer coach as of the ensuing ~~July 1st~~ January 5th, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~(amount or computation)~~ of two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the championship ~~and (bowl or other post season)~~ eligibility are achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2~~

~~3.2.2.~~ Each year the Team ~~is ranked in either wins the top 25 in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams)~~ Big Sky Conference tournament or obtains an NCAA Women's Soccer Tournament berth, and if Coach continues to be employed as ~~University (College)'s~~ University's head ~~(Sport)~~ Women's Soccer coach as of the ensuing ~~July 1st~~ January 5th, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~(amount or computation)~~ of Coach's two

week's pay (2/52 x Annual Salary-in effect on) of Coach's Annual Salary during the fiscal year in which the date of the final post-season participation are achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. 3.2.3—Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~—(amount or computation)—~~ \$1,750 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 discretion of the President in consultation with the Director and approved by the University ~~(College)'s~~ University's Board of ~~—(Regents or Trustees)—~~. 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 at risk students; the conduct of Team members on the University ~~(College)~~ campus, at authorized University ~~(College)~~ activities, in the community, and elsewhere— and the Team's one-year APR national ranking based on attainment of the following levels:

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
<u>50%-59%</u>	<u>\$ 500.00</u>
<u>60%-69%</u>	<u>\$ 750.00</u>
<u>70%-79%</u>	<u>\$ 1,250.00</u>
<u>80% or above</u>	<u>\$ 1,750.00</u>

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 the Team advances in the NCAA Women's Soccer Tournament, and if Coach continues to be employed as University's head Women's Soccer coach as of the ensuing January 1st, the University shall be eligible to receive pay Coach supplemental compensation in an amount unequal to ~~—(amount or computation)—~~ 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 University (College) students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider the terms below. The ~~determination of whether~~ University shall determine the appropriate manner in which it shall pay Coach will receive any such supplemental compensation and the timing.

<u>Round 1</u>	<u>64 Teams</u>	<u>1st win</u>	<u>\$3,000.00</u>
<u>Round 2</u>	<u>32 Teams</u>	<u>2nd win</u>	<u>\$6,000.00</u>
<u>Round 3</u>	<u>16 Teams</u>	<u>3rd win</u>	<u>\$9,000.00</u>
<u>Round 4</u>	<u>8 Teams</u>	<u>4th win</u>	<u>\$12,000.00</u>

Round 5	4 Teams	5 th win	\$15,000.00
Round 6	2 Teams	6 th win	\$18,000.00

Possible national championship winner computation bonus total: \$63,000.00

3.2.5 Each year the Coach is named as the Conference Coach of the Year, and if Coach continues to be employed as University's head Women's Soccer coach as of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees) —ensuing January 5th, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay (2/52 x Annual Salary) of Coach's Annual Salary during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'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). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) —. 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, 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 are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets.

3.2.6 (SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))
Coach agrees that the University (College) has the exclusive right to operate youth (Sport)—Women's Soccer camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s University's camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University (College)'s football University's women's soccer camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s University's summer football women's soccer camps, the University (College) shall pay Coach (amount)—any net

revenues resulting from the camp per year as supplemental compensation during each year of his/her employment as head (Sport) Women's Soccer coach at the University (College), or, at Coach's option, direct those net revenues as an enhancement to the Women's Soccer program budget at the University. This amount shall be paid —(terms of payment)— within 30 days after all camp bills have been paid.

~~(SUMMER CAMP OPERATED BY COACH)~~ Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:

- a) ~~The summer youth camp operation reflects positively on the University (College) and the Department;~~
- b) ~~The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~
- c) ~~Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~
- d) ~~The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~
- e) ~~The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.~~
- f) ~~The Coach or private enterprise pays for use of University (College) facilities including the _____.~~
- g) ~~Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~
- h) ~~The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff \$1 million; (2) catastrophic coverage: camper and staff \$1 million maximum coverage with \$100 deductible;~~

- i) ~~To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~
- j) ~~All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

3.2.7 Coach agrees that the University ~~(College)~~ 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 Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~—(Company Name)—Nike~~ to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the ~~University (College)'s~~ University's reasonable request, Coach will consult with appropriate parties concerning ~~an —(Company Name)—a Nike~~ product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~—(Company Name)—Nike~~, or give a lecture at an event sponsored in whole or in part by ~~—(Company Name)—Nike~~, or make other educationally-related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his/her duties and obligations as head ~~(Sport)—Women's Soccer~~ 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)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ 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 contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. 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. Coach's Specific Duties and Responsibilities. 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 which 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 ~~(College)~~ 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 ~~(College)~~, the ~~University (College)'s~~ University's governing board, the conference, and the NCAA ~~(or NAIA)~~; 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 Team 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 (College)'s~~ University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach 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 C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of ~~Regents~~ Trustees of the Idaho State University ~~of Idaho~~ Governing Policies and Procedures and Rule Manual; (b) ~~University (College)'s~~ University's Handbook; (c) ~~University (College)'s~~ Administrative the ISU Policies and Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport) conference~~ Big Sky Conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. 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 ~~(College)~~, would reflect adversely upon the University ~~(College)~~ 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 which are consistent with Coach's obligations under this Agreement. Coach may not use the ~~University (College)'s~~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 ~~NCAA (or NAIA) Rules.~~ In accordance with NCAA ~~(or NAIA)~~ rules, Coach 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 the source and amount of all such income and benefits to the ~~University (College)'s~~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 ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College)~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ 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 ~~(College)~~, the ~~University (College)'s~~University's governing board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, 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 (College)'s~~University's Board of ~~(Trustees or Regents)~~.

4.5 Scheduling. 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 designee.

4.76 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 Termination of Coach for Cause. The University ~~(College)~~ 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 rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ 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 ~~(College);~~, the University (College)'s University'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 Coach from duty without the University (College)'s University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University (College)'s University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach 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)'s University's governing board, the conference, or the NCAA ~~(NAIA);~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College);~~, the University (College)'s University's governing board, the conference, or the NCAA ~~(NAIA);~~, 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 University ~~(College);~~, the University (College)'s University's governing board, the conference, or the NCAA ~~(NAIA);~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team 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 ~~(College)~~ 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 ~~(College)~~ 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 (College)~~'s ~~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 ~~(College)~~ 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 ~~(NAIA)~~ 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 ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University ~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, 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; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other 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 other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue ~~his~~ her health insurance plan and group life insurance as if ~~he~~ she remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains employment or any 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 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 agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to himher by University after the date heshe obtains other employment, to which heshe is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his/her employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University (College) 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 University (College). The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his/her 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/her employment by entering into this Agreement and that its investment would be lost were heshe to resign or otherwise terminate his/her employment with the University (College) before the end of the contract term.

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

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his/her convenience heshe 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 January 25, 2014, the sum of \$3025,000.00; (b) if the Agreement is terminated between January 26, 2014 and January 25, 2015 inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between January 26, 2015 and January 25, 2016 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties 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 damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages 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 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 elsewhere in this Agreement, if Coach terminates this Agreement for convenience, ~~heshe~~ shall forfeit to the extent permitted by law ~~his~~her right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

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 (College)'s~~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 ~~(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 (College)'s~~University'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 ~~heshe~~ is entitled by virtue of employment with the University ~~(College)~~.

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

5.76 No Liability. 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.

5.87 Waiver of Rights. 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 ~~(College)~~-employees, if the University ~~(College)~~ 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 ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the Idaho State University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures and Rule Manual, and the University (College) Faculty Staff Handbook. ISU Policies and Procedures Manual.

5.8 Coach agrees that in the event of a termination of this Agreement pursuant to this Article 5, the University may, at its sole option, require Coach to take any or all of her accrued unused vacation days prior to the effective date of the termination.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University (College)'s University's Board of ~~(Regents or Trustees)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s University's Board of ~~(Regents or Trustees)~~, 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 or Trustees)~~ and University (College)'s University's rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the ~~program~~ Courtesy Car Program), material, and articles of information, including, without limitation, keys, credit cards, cellular telephones, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University (College)'s University's direction or for the University (College)'s University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. 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 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

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

breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

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

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

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

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The 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 heshe is required to produce under this Agreement may be released and made available to the public at the University (College)'s University's sole discretion.

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

the University-(College): _____ Director of Athletics

Jeffrey K. Tingey
921 S. 8th Ave. Stop 8173
Pocatello, ID 83209-8173

with a copy to:_____President

Arthur Vailas
921 S. 8th Ave. Stop 8310

Pocatello, ID 83209-8310

the Coach:

Allison Gibson

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

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

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University ~~(College)sUniversity's~~ prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

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

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

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

IDAHO STATE UNIVERSITY (COLLEGE)
COACH

—Arthur C. Vailas, President
Gibson Date

Date _____

Allison

Approved by the Board of ~~(Regents or~~ Trustees) on the ____ day of _____, ~~2010.~~
2013.

ALLISON GIBSON – WOMEN’S SOCCER COACH - MULTI-YEAR CONTRACT – SUBSTANTIVE MODIFICATIONS FROM SBOE FORM (AS ADPATED FROM MODEL COACH FORM)			
	MODEL CONTRACT SECTION	ISU CONTRACT SECTION	JUSTIFICATION FOR MODIFICATION
1	3.2.3	3.2.3	To tie bonus compensation for academic achievement to the metric for academic achievement used by the NCAA.
2	3.2.4	3.2.4	To reduce subjective factors and provide additional compensation for athletic performance.
3	---	3.2.5	Additional compensation for winning Conference Coach of the Year award.
4	3.2.5	---	Removed inapplicable section on additional compensation to be paid by approved media outlets.
5	3.2.6	3.2.6	To incentivize Coach to participate in and manage the University-operated youth soccer camps by by making all revenues from such camps, net of ISU's expenses, available to the Coach as additional compensation or supplement to soccer program budget. Coach has in the past used camp revenues to supplement program budget or provide additional compensation to assistant coaches. Provision on Coach-operated summer camps removed.
6	5.3.3	5.3.3	Reduced liquidated damages for termination by Coach for convenience to reflect lower salary levels.
7	---	5.8	To conform to standard ISU personnel practice for terminated employees.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013**

TAB	DESCRIPTION	ACTION
AMENDMENTS TO BOARD POLICY		
1	Sections V.A., V.C. & V.Q. – Misc. Receipts – Second Reading	Motion to approve
AMENDMENT TO BOARD POLICY		
2	Section V.R. - Establishment of Fees - Second Reading	Motion to approve
INTERCOLLEGIATE ATHLETICS		
3	Financial Reports	Motion to accept
INTERCOLLEGIATE ATHLETICS		
4	Employee Compensation Reports	Information item
BOISE STATE UNIVERSITY		
5	Foundation Land Exchange Agreement – Addition of Parcels	Motion to approve
IDAHO STATE UNIVERSITY		
6	Establishment of the Bengal Pharmacy LLC	Information item
UNIVERSITY OF IDAHO		
7	Niccolls Family and Consumer Sciences Building Renovations	Motion to approve
UNIVERSITY OF IDAHO		
8	Student Union Building Renovations	Motion to approve
UNIVERSITY OF IDAHO		
9	Reimbursement Resolution – Integrated Research and Innovation Center	Motion to approve

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BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 21, 2013

SUBJECT

Board Policy V.A., V.C and V.Q. – Miscellaneous Receipts – second reading

REFERENCE

February 2011	Board removed matriculation fees for University of Idaho
December 2012	Board approved first reading for V.A., V.C. and V.Q. Policies regarding Miscellaneous Receipts

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.A.3.h , V.C.1.a., V.Q.

BACKGROUND/DISCUSSION

In February 2011, the Board approved policy changes removing references to “matriculation fee” from section V.R.a.3.vii. and from section V.Q.1.a. since the distinction between tuition and matriculation was no longer relevant.

At the December 2012 Board meeting, the Board approved the first reading for changes to polices V.A., V.C. and V.Q. The proposed change to policy section V.Q. was to eliminate it entirely because all miscellaneous receipts subject to appropriation are now deposited into one fund. The institutions suggested, however, there is still value in a listing of the revenues in Board policy as contained in V.Q.

IMPACT

The proposed revision to policy V.A. removes “Miscellaneous Receipts” as a defined term because the definition is out of date and unnecessary. The revision to V.C. adds the word “appropriated” to V.C.1.a.ii. to distinguish funds the Legislature has not appropriated. Finally, V.Q. is repealed because V.R.3.a. can be amended to accomplish the same purpose.

ATTACHMENTS

Attachment 1 – Section V.A. – Second Reading	Page 3
Attachment 2 – Section V.C. – Second Reading	Page 7
Attachment 3 – Section V.Q. – Second Reading	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The fees listed under V.R.3.a. are the same fees listed in V.Q. including the general education, nonresident, and summer school fees which are part of the tuition and fees approved by the Board. The only fees listed in V.Q. which are not also in V.R.3.a. are the following:

- vii. Federal Morrill Act funds

According to University of Idaho, the reference to Federal Morrill Act funds is no longer applicable.

**BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 21, 2013**

- ix. WICHE fee

The WICHE fee is actually a waiver and is reported in the annual waivers report. This reference is unnecessary.

- x. Revenue derived from rental of state-constructed and/or state-maintained facilities to non-institutional users

The reference to this revenue is unnecessary as this type of revenue does not fall under the category of tuition and fees.

- xii. Course overload fee

Course overload fees are not included in V.R.3.a. but are included in V.R.3.c. Staff recommends revising V.R.3.c. as set forth in the subsequent agenda item which is a second reading for Board policy V.R.

These changes will eliminate duplication and the risk of inconsistency in policy. There were no changes between first and second reading. Staff recommends approval of all policy sections as presented.

BOARD ACTION

I move to approve the second reading of proposed revisions to Board Policy Section V.A., General Authority, Responsibilities, and Definitions, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

I move to approve the second reading of proposed revisions to Board Policy Section V.C., Spending Authority, as presented in Attachment 2.

Moved by_____ Seconded by_____ Carried Yes____ No____

I move to approve the second reading of proposed deletion of Board Policy Section V.Q., Deposits and Miscellaneous Receipts Accounts, as presented in Attachment 3.

Moved by_____ Seconded by_____ Carried Yes____ No____

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: A. General Authority, Responsibilities, and Definitions**~~August 2009~~[February 2013](#)**1. Scope of Section**

With the exception of the State Department of Education, and unless otherwise noted, each institution and agency under the governance of the State Board of Education and Board of Regents of the University of Idaho (hereinafter the "Board") must conduct all of its financial and related affairs as provided in this section. The community colleges (NIC, CSI and CWI) are included only as specified. The policies and procedures outlined here are to complement and not to supplant the Office of the State Controller's user manual.

2. General Policy

It is the policy of the State Board of Education and Board of Regents of the University of Idaho to cooperate fully in fiscal matters with the Idaho Legislature, the Office of the Governor, Office of the State Controller, the State Board of Examiners, and the Division of Financial Management.

The Board also has specific constitutional status and powers as the Board of Regents of the University of Idaho, which it has a legal duty to maintain in its governance of the University of Idaho. (See Article IX, Section 10, Idaho Constitution; Standard Appropriations Act of 1945, Section 67-3601 *et seq.*, Idaho Code; Sections 67-3516 and 67-3523, Idaho Code, Sections 67-3511 and 67-3512, Idaho Code, and Chapters 10 and 11, Title 67, Idaho Code.)

3. Definitions

For the purposes of this section, the following definitions apply:

a. Account

An account is a financial record into which are posted all transactions relating to the specific asset, liability, fund balance, revenue, expenditure, or budgetary item identified in the account title.

b. Allotment

An allotment is a plan for expenditure of appropriated funds during a fiscal year which is required by and subject to the approval by the Division of Financial Management and the State Board of Examiners.

c. Appropriation

An appropriation is an authorization to expend funds granted by a legislative body. Funds may be appropriated in a lump sum, by program, by fund, or by standard class. An appropriation is limited in amount and lapses after a specified time period (usually a fiscal year).

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: A. General Authority, Responsibilities, and Definitions**~~August 2009~~February 2013

d. Encumbrances

Encumbrances are obligations in the form of purchase orders or requisitions, contracts, or salary commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved. They cease to be encumbrances when the obligation is paid, and thus expensed or otherwise removed.

e. Expenses

Expenses are obligations incurred and paid for operation, maintenance, interest, and other charges against current fiscal year appropriations.

f. Fiscal Year

A fiscal year is an accounting period, usually of twelve (12) months' duration, which may begin and end other than with the calendar year. The state of Idaho fiscal year begins July 1 of each calendar year and ends June 30 of the following year.

g. Fund

A fund is a separate fiscal and accounting entity with a self-balancing set of accounts recording cash or other resources together with all related liabilities, obligations, reserves, and equities which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

~~h. Miscellaneous Receipts~~

~~Miscellaneous receipts are revenues accruing to the institutions or agencies that are:~~

~~(1) In addition to State General Account appropriations, and~~

~~(2) Designated by the Board to be included as part of the total spending authority for each institution or agency. All such receipts are to be reported either in the Unrestricted Current Fund (0650-00) or in the Restricted Current Fund 0660-00 (college and universities only).~~

~~(a) Included in the Unrestricted Current Fund are revenues from such sources as nonresident tuition, graduate student fees, and general education fees.~~

~~(b) Included in the Restricted Current Fund are revenues from the matriculation and Professional Technical Education fees. Expenditures from this account may be made only for non-instructional activities of the institution which include maintenance and operation of the physical plant, student services and institutional support.~~

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: A. General Authority, Responsibilities, and Definitions**~~August 2009~~February 2013

~~(c) Typically not included as miscellaneous receipts are such revenues as fees and charges made by auxiliary services and local services, gifts, grants, contracts, agency funds, and miscellaneous fees and income dedicated by the Board for specific purposes.~~

4. Fiscal Identification Codes

For fiscal purposes, each institution and agency is identified by a numerical agency code issued by the Office of the State Controller. There is also maintained a more detailed set of codes for each institution and agency which must be used on all financial transactions. The code numbers and the detailed code identifiers may be changed only with prior approval by the Executive Director of the State Board of Education (hereinafter the "Executive Director") or his or her official designee. (Any such change for the State Department of Education is approved instead by the State Superintendent of Public Instruction or his or her official designee.)

5. General Financial Responsibilities of the Office of the State Board of Education - Statutory Authority

In accordance with Section 33-102A, Idaho Code, the Board vests its fiscal responsibilities in the Office of the State Board of Education (hereinafter the "office") for purposes of coordinating fiscal activities and implementing this section and other fiscal policies and procedures approved by the Board.

a. Coordination and Data Collection

The office functions in a coordinating and data-collecting capacity. It has primary responsibility for developing budgetary and fiscal information the Board may use to set policies as well as providing recommendations for Board consideration. The office will, whenever possible, consult with and solicit comments and recommendations from the institutions and agencies affected.

b. Provision of Budgetary Information to the Division of Financial Management and the Legislative Services Office – Budget and Policy Analysis.

(1) The office is generally responsible for providing budgetary information at the request of the Board, the Division of Financial Management, or the Legislative Services Office – Budget and Policy Analysis.

(2) The office, when relying upon institution and agency personnel for such data, designates the appropriate format for reporting such information.

iii. When the Division of Financial Management, the Legislative Services Office – Budget and Policy Analysis, or an individual legislator or legislative committee makes a request for information from an institution or agency, a copy of the institution or agency's response must be provided to the office.

c. Institution and Agency Management Prerogatives

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: A. General Authority, Responsibilities, and Definitions ~~August 2009~~ [February 2013](#)

A responsibility of the office is to assure the Board that its policies and procedures are being properly implemented by the institutions and agencies. However, in performing this responsibility, the office should not intervene directly in the internal institution or agency management responsibilities.

d. Assistance and Counsel

The office provides assistance and counsel on fiscal matters to institutions and agencies as necessary or when such assistance and counsel is requested.

6. Responsibility for Implementation of Board Financial Decisions

The chief executive officer of each institution and agency (hereinafter the "chief executive officer") is responsible for establishing and administering detailed procedures for implementation of Board financial decisions, allocations, policies, and procedures.

1. Monies Subject to Appropriation

a. Legal Spending Authority Required

- i. No institution or agency may expend, encumber, or otherwise use monies subject to appropriation without a specific appropriation or other spending authority under Idaho law (hereinafter "spending authority").
- ii. No institution or agency may expend, encumber, or otherwise use appropriated monies other than for the purposes and in the amounts authorized pursuant to the spending authority.
- iii. Any expenditure, encumbrance, or other use of monies without spending authority, in excess of the spending authority, or contrary to the purposes authorized by the spending authority, is void.
- iv. Each institution and agency is responsible for determining that spending authority exists to expend, encumber, or otherwise use monies under its control.
- v. Any person expending, encumbering, or otherwise using such monies other than pursuant to spending authority is subject to statutory penalties and disciplinary action. (See, for example, Sections 18-5701, 18-5702, and 59-1013, Idaho Code.)

b. General Fund and Special Accounts

- i. All General Fund monies are subject to annual or continuing appropriations by the Idaho Legislature.
- ii. Certain special account monies, such as direct federal appropriations, state endowment income and trust accounts, and miscellaneous receipts, are the subject of continuing or perpetual spending authority. (See, for example, Sections 67-3608 and 67-3611, Idaho Code (miscellaneous receipts); Section 67-3607 and Section 33-3301 et seq., Sections 33-2909 and 33-2910, Sections 33-2913 and 33-2914, Sections 33-2911 and 33-2912, Sections 66-1106 and 66-1107, Idaho Code (state endowment income and trust accounts).)

c. University of Idaho

The University of Idaho and the Board of Regents of the University of Idaho, by virtue of their constitutional status and unique standing under federal or state law, may expend certain monies which are not General Fund monies without the overall supervision and control of any other branch, department, office, or board of Idaho state government. (*See, for example, State ex rel. Black v. State Board*

of Education, 33 Idaho 415 (1921).)

d. Non-cognizable Funds

Non-cognizable funds may not be expended without prior approval by the Division of Financial Management pursuant to Section 67-3516(2), Idaho Code.

2. Monies Not Subject to Appropriation

a. Monies under the direct control of the institutions and agencies by virtue of auxiliary enterprises, local service operations, federal, state, and private gifts, and grants and contracts, may be expended in such amounts and for such purposes as authorized by the Board without express legislative spending authority.

b. Institutional agency funds may be expended in accordance with the provision and controls of the depositor and are not subject to Board authorization.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 3

SECTION: V. FINANCIAL AFFAIRS

Subsection: Q. Deposits and Miscellaneous Receipts Accounts ~~February 2011~~ February 2013

~~1. Revenue Deposited into Account~~

~~To provide for greatest equity in distribution of state appropriated funds, all or a portion of the following fees or charges, as determined by the Board, are deposited into the following accounts:~~

~~— a. Restricted Current Fund (0660-01)~~

~~—— i. Professional-Technical Education fee~~

~~— b. Unrestricted Current Fund (0650-01)~~

~~i. General education fee.~~

~~ii. Nonresident tuition.~~

~~iii. Western Undergraduate Exchange (WUE) fee.~~

~~iv. Graduate fee.~~

~~v. In-service teacher education fee.~~

~~vi. Employee/spouse fee.~~

~~vii. Federal Morrill Act funds, if appropriated.~~

~~viii. Senior citizen fee.~~

~~ix. WICHE fee.~~

~~x. Revenue derived from rental of state-constructed and/or state-maintained facilities to non-institutional users~~

~~—— xi. Summer school fee~~

~~—— xii. Course overload fee~~

~~—— xiii. Workforce Training Credit Fee~~

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**BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 21, 2013**

SUBJECT

Board Policy V.R. – Establishment of Fees – second reading

REFERENCE

September 1994	Board approved separate technology fee
February 2011	Board removed matriculation fees for University of Idaho
October 2012	Board directed staff to add a dependent fee waiver to Board policy
December 2012	Board approved first reading for V.R. Policies regarding student fees

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

At the December 2012 Board meeting, the Board approved the first reading of changes to policy V.R. which adds the technology fee and removes the term “matriculation” fee from the definition of the Western Undergraduate Exchange (WUE) fee. It also adds an option for a dependent fee waiver and clarifies delegation of approval of special course fees and assessments.

IMPACT

The proposed revisions will update terminology with respect to the WUE fee; allow institutions to determine employee/spouse and dependent fees (subject to Board approval); clarify the approval process for special course fees; and require prior Board approval for new student orientation fees.

ATTACHMENTS

Attachment 1 – Section V.R. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

As referenced in the previous agenda item (Tab 2), policy V.Q. is being replaced by V.R.3.a. Two changes were identified between first and second reading as necessary:

1. On Tab 3, page 4 the cross reference to section V.Q. is struck out.
2. On Tab 3, page 9, clarifying that local fees are charges deposited into local institutional accounts or “unrestricted current fund 0650”, and that revenue from course overload fees is deposited in “unrestricted current fund 0650.”

Staff recommends approval.

BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Section V.R., Establishment of Fees, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q in unrestricted current fund 0650.

i. Tuition fees – University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College

Tuition fees are the fees charged for any and all educational costs at University of Idaho, Boise State University, Idaho State University, and Lewis Clark State College. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

ii. Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

iii. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

v. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the tuition fee, matriculation fee, facility fee, technology fee and activity fee.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

vi. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be ~~a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour set by each institution, subject to Board approval.~~ Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Professional-Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

viii. In-Service Teacher Education Fee

The fee shall not exceed one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- a) The student must be an Idaho certified teacher or other professional employed at an Idaho elementary or secondary school.
- b) The costs of instruction are paid by an entity other than an institution.
- c) The course must be approved by the appropriate academic unit(s) at the institution.
- d) The credit awarded is for professional development and cannot be applied towards a degree program.

ix. Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

~~June 2012~~February 2012~~23~~

courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

x. New Student Orientation Fee

This fee is defined as a fee charged to new students who are enrolled with an institution for the first time. The fee is to cover the actual costs of on-campus orientation programs such as materials, student leader stipends, housing, and food.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

iv. Professional Fees

To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:

a) Credential or Licensure Requirement:

- 1) A professional fee may be assessed for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing is required. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master’s, specialist or doctoral degree as defined in policy III.E.1.
- 2) The program leads to a degree where the degree is at least the minimum required for entry to the practice of a profession.

b) Accreditation Requirement: The program:

- 1) Is accredited,
- 2) is actively seeking accreditation if a new program, or
- 3) will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.

d) The program may include support from appropriated funds.

e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.

f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.

g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

v. Self-Support Academic Program Fees

- a) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master’s, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
 - 1) An institution shall follow the program approval guidelines set forth in policy III.G.
 - 2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - 3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
 - 4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
 - 5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.
- d) Institutions shall audit Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

June 2012 February 20123

vi. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts [or unrestricted current fund 0650](#) and shall only be expended for the purposes for which they were collected.

i. Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution. [Revenue from this fee is deposited in unrestricted current fund 0650.](#)

iii. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

~~June 2012~~February 2012~~23~~

penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer or provost of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, participation

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.5.b.

BACKGROUND/DISCUSSION

Responsibility, management, control and reporting requirements for athletics are detailed in Board policy section V.X. The college and universities are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

IMPACT

The Athletics Reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs. The report on page 7 shows all the institutions have positive fund balances.

ATTACHMENTS

Attachment 1	Charts identifying the revenue by major source by Institution and as a percent of total athletics revenue	Page 3
Attachment 2	Charts identifying athletic departments' fiscal year end fund balance by institution	Page 7
Attachment 3	Charts displaying total students participating in athletic Programs and number of full-ride scholarships	Page 8

Institution Tabs (BSU, ISU, UI, LCSC)

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show actual results for fiscal years 2008 through 2012 and the forecast for fiscal year 2013. The amount of general and institutional funds allocated to athletics compared to the Board-approved limits is shown below:

All institutions were within their state general funds, gender equity and institutional funds limits.

Staff highlights the following revenue and expenditure data for the Board's consideration:

BSU FY 2013 Estimates

- Total program revenue down -15.7%
- Total revenue down -10.1%

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013**

- Direct Facilities/Maint/Rentals down -66.3%
- Debt service on facilities up 48.2%
- Capital improvements down -80.0%
- Total expenses down -7.1%

- Fiscal Year Net Loss -\$970,151
- Ending fund balance \$17,362

ISU FY 2013 Estimates

- Ticket sales down -32.9%
- Game guarantees up 24.4%
- Total program revenue down -6.1%

- Academic Support down -12.0%
- Other miscellaneous down -33.1%
- Non-resident Tuition Waivers up 17.3%

- Fiscal Year Net Income is zero
- Ending fund balance \$1,422,301

UI FY 2013 Estimates

- Ticket sales up 70.3%
- Contributions down -13.9%
- NCAA/Conference/Tournaments up 89.9%
- Royalty/Advertisement/Sponsorship down -69.1%
- Total Program Revenue up 12.1%

- Athletic Director office up 52.8%
- Athletic training room down -58.4%
- Other miscellaneous up 113.9%

- Fiscal Year Net Income \$20,910
- Ending fund balance \$344,034

LCSC FY 2013 Estimates

- Total Program Revenue down -17.1%
- Fiscal Year Net Income \$19,900
- Ending fund balance \$237,930

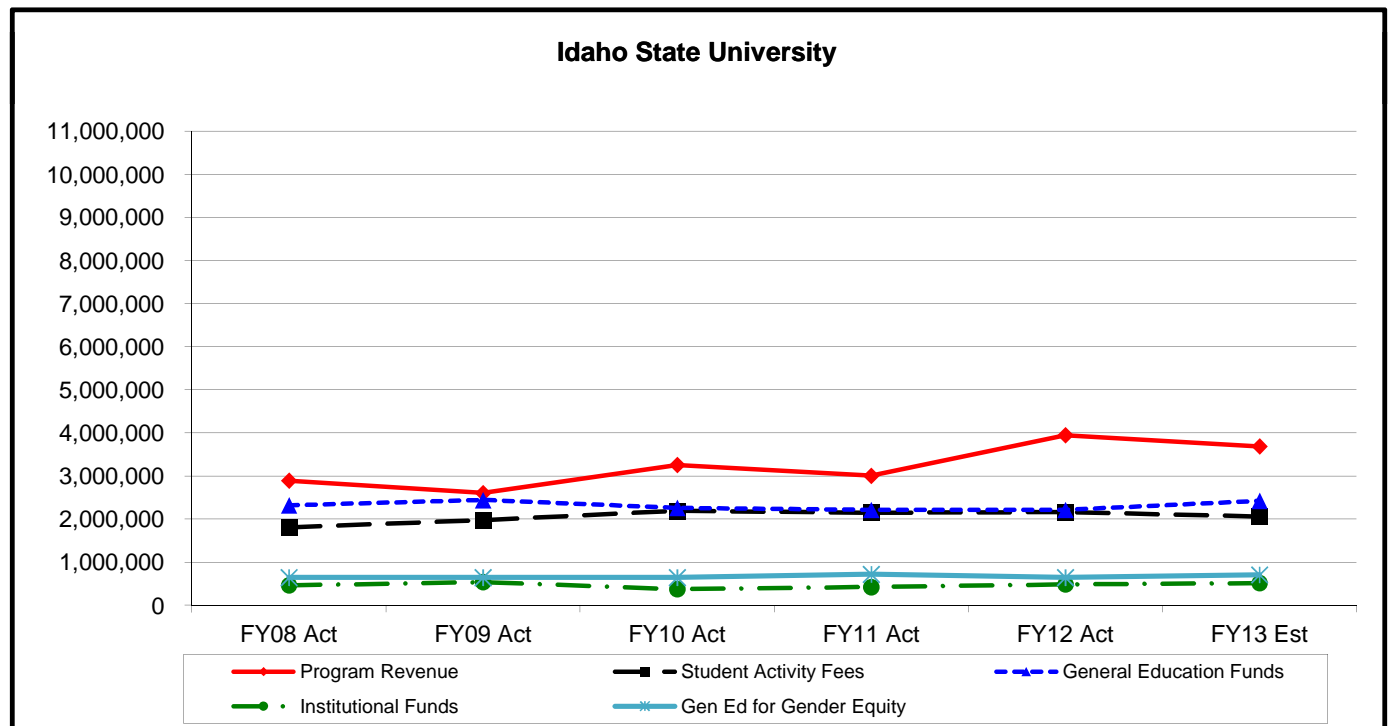
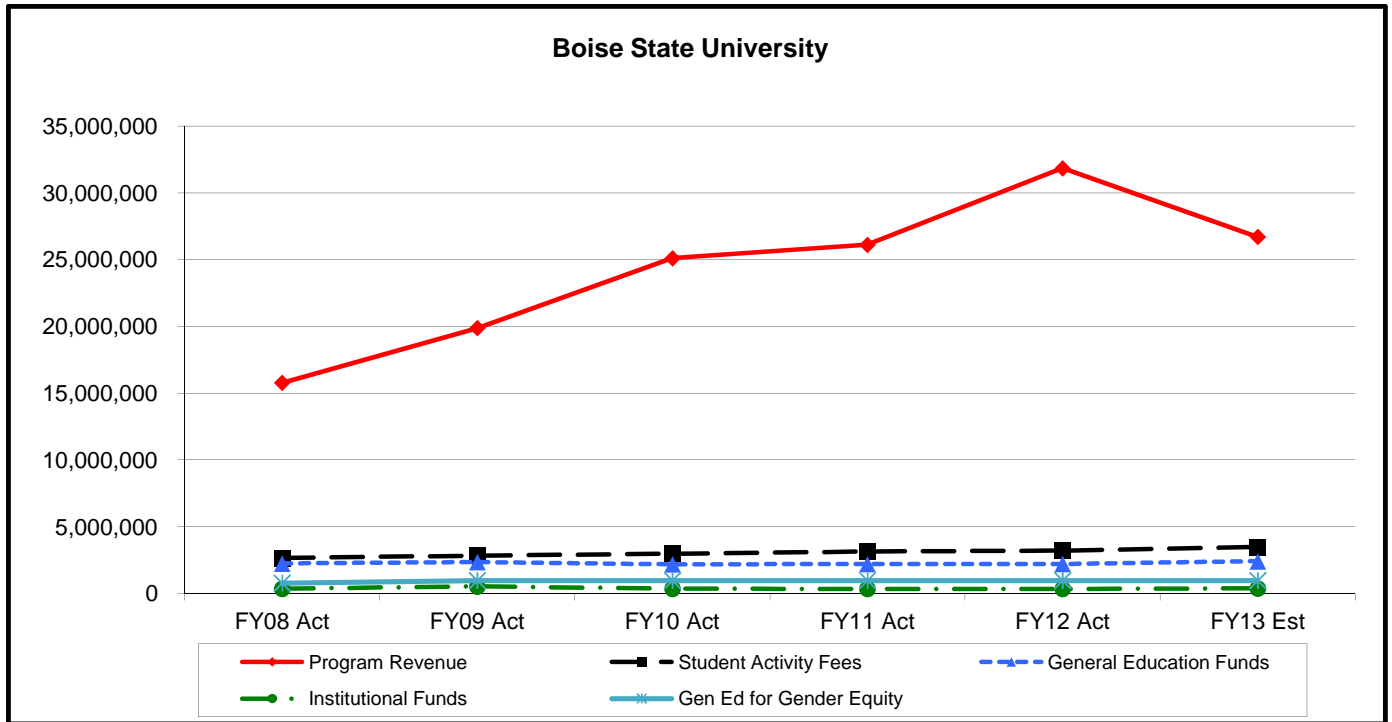
BOARD ACTION

I move to accept the Intercollegiate Athletic Reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

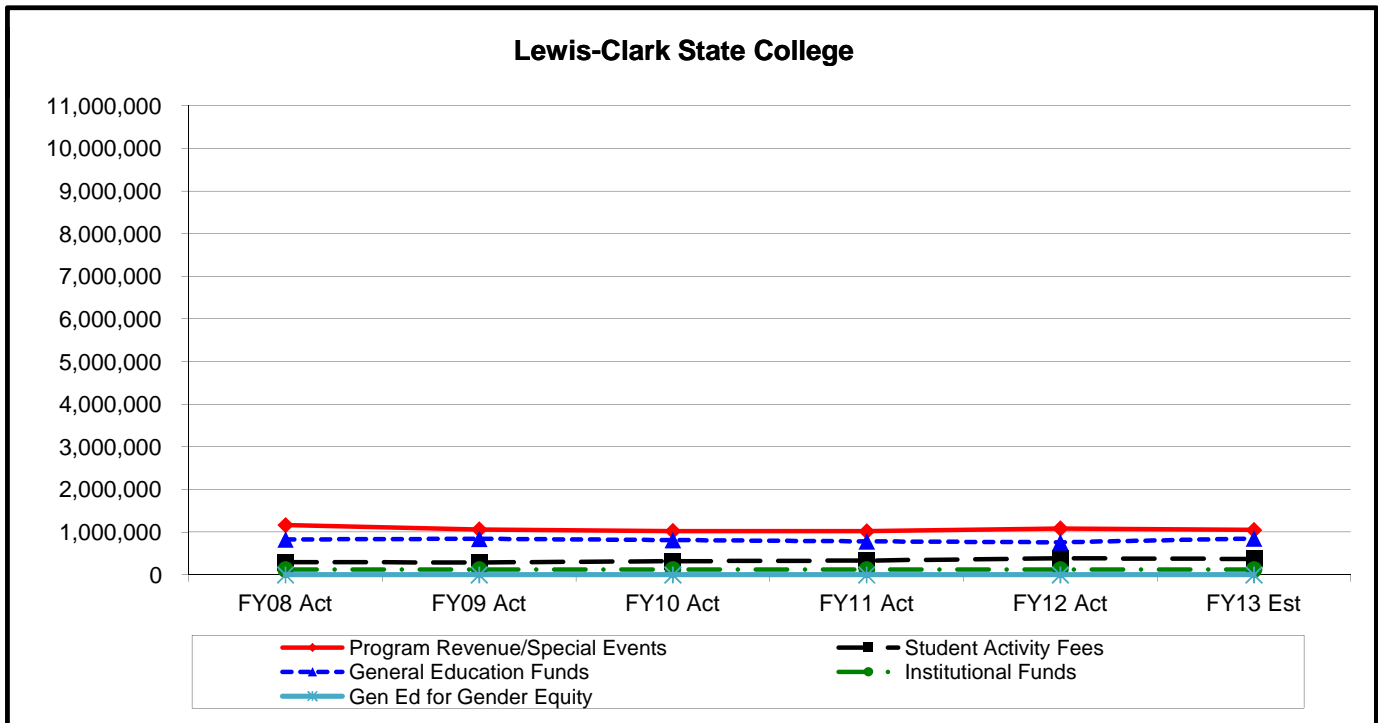
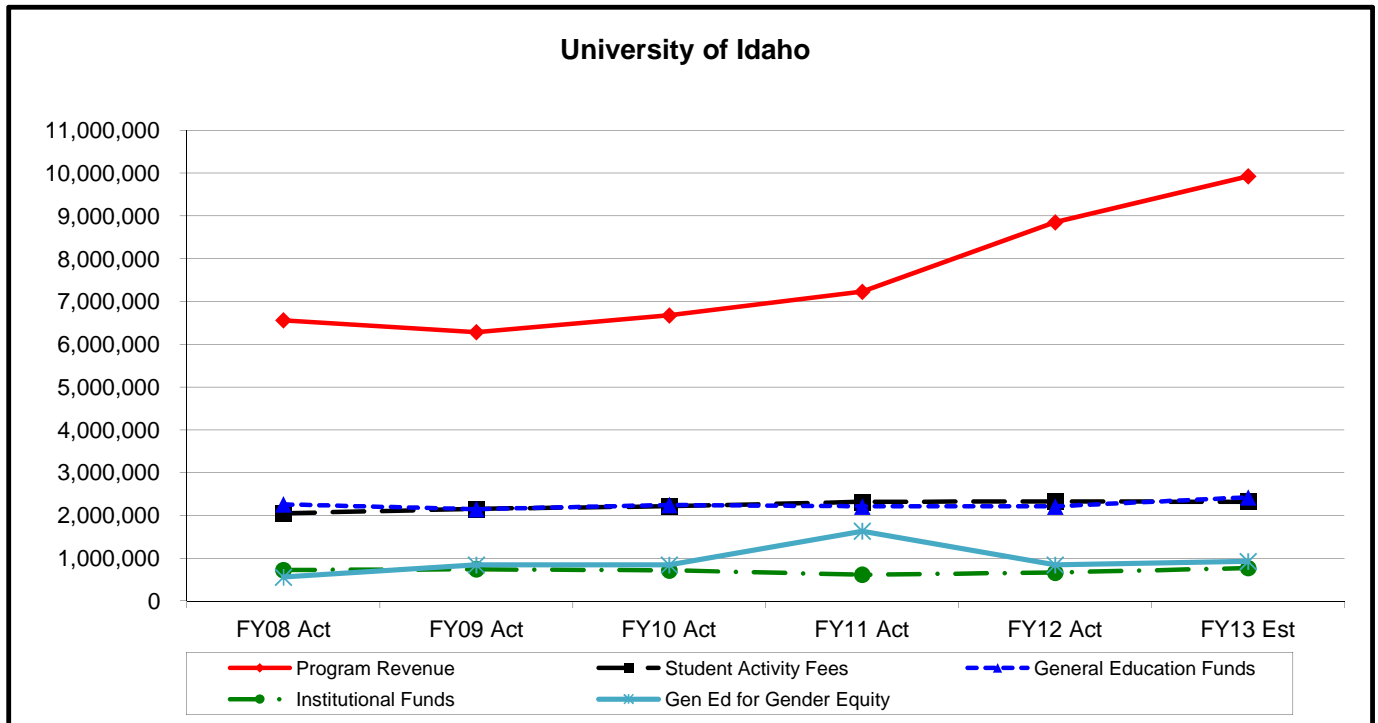
Intercollegiate Athletics Report

Revenue by Major Source



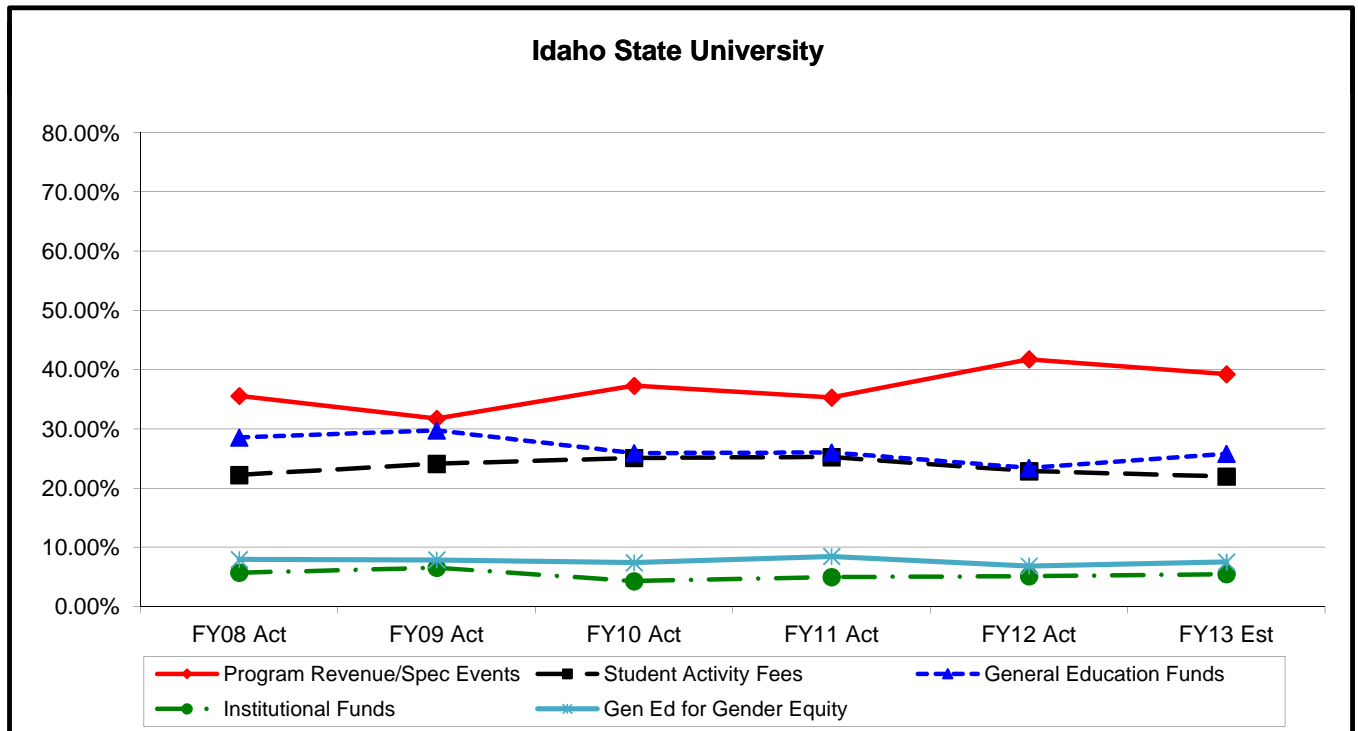
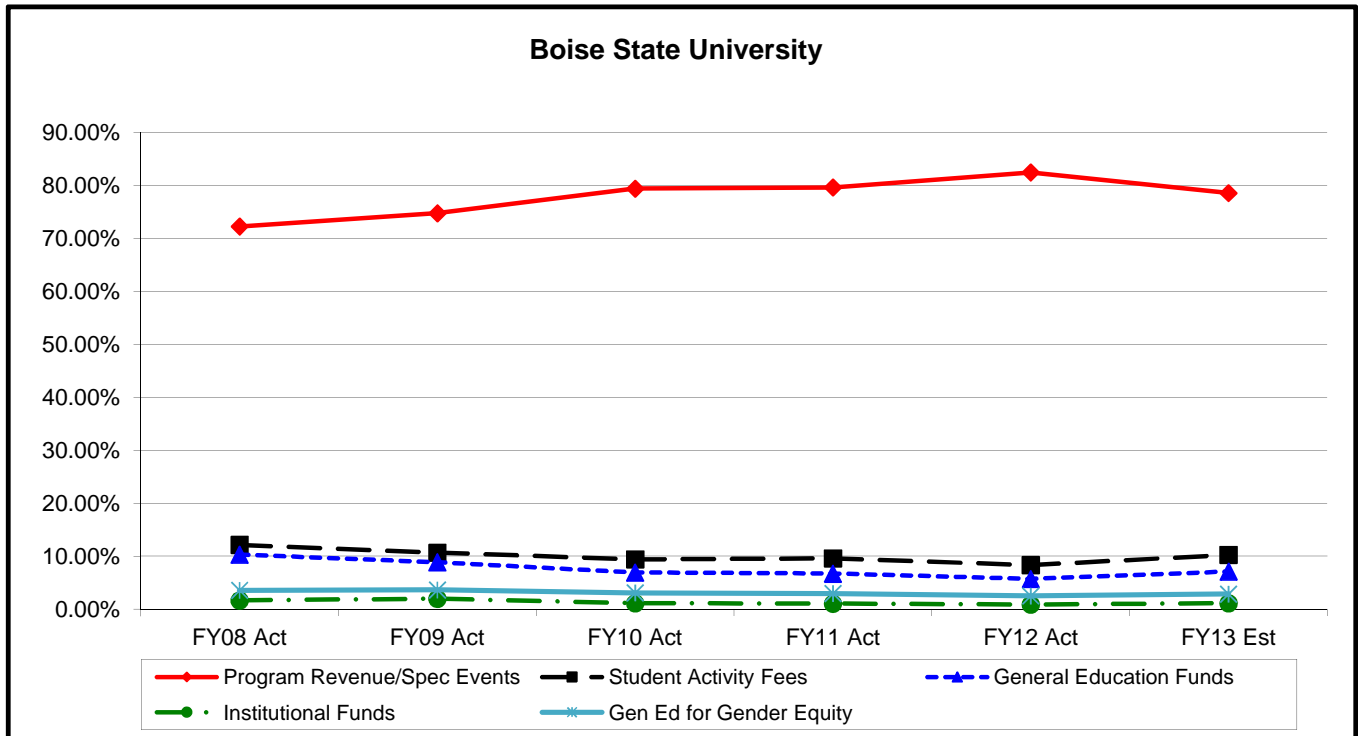
Intercollegiate Athletics Report

Revenue by Major Source



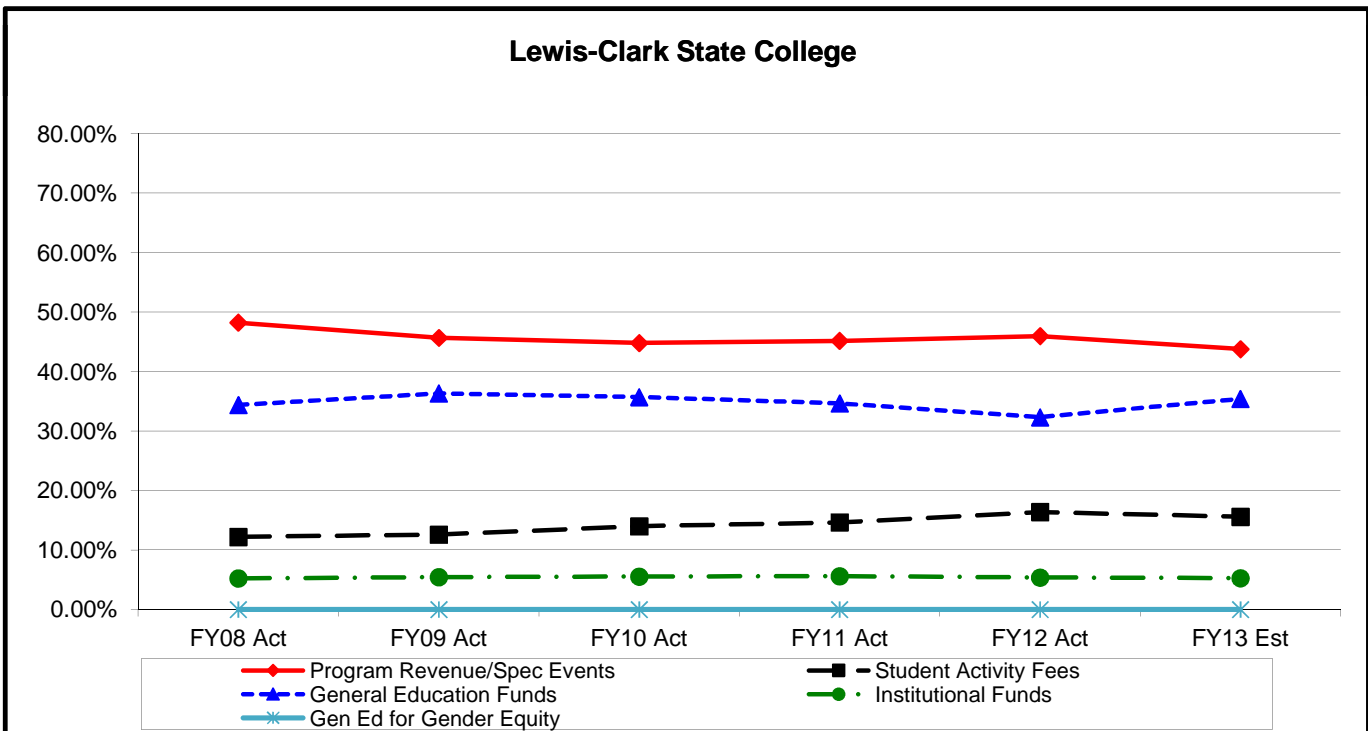
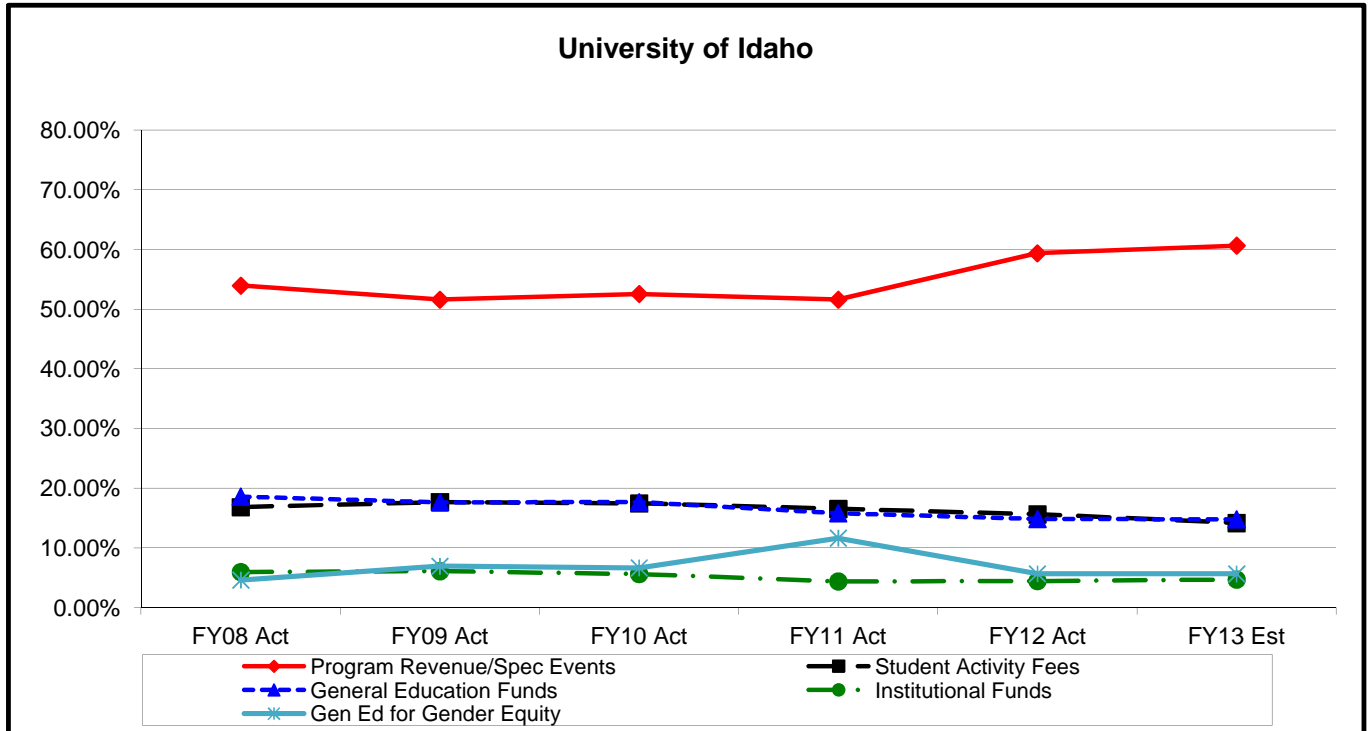
Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source



Intercollegiate Athletics Report

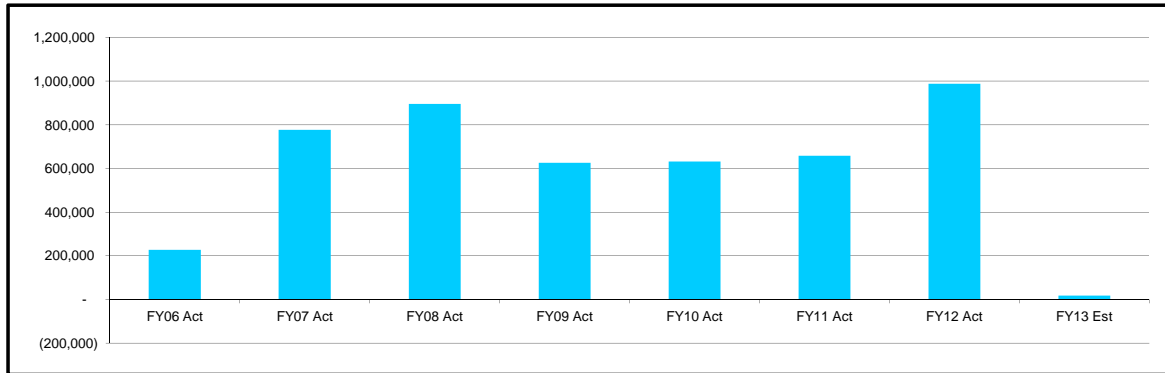
Revenue as a Percent of Total Revenue by Major Source



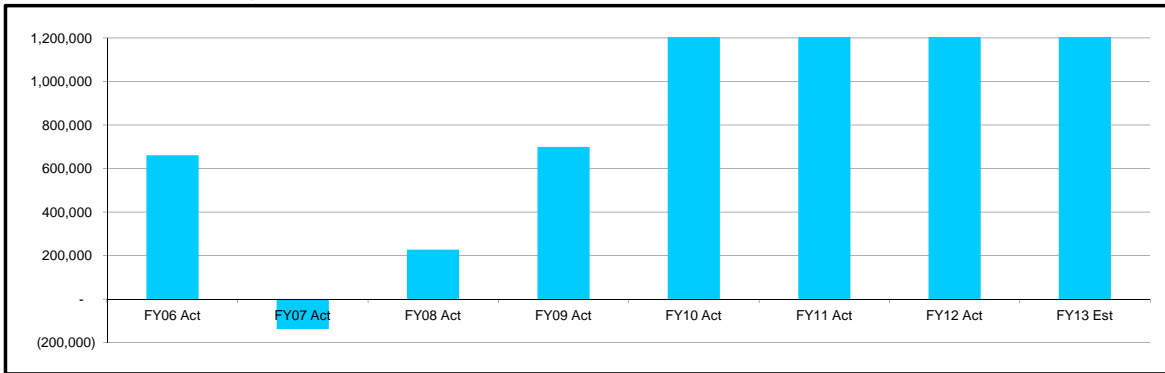
Intercollegiate Athletic Report

Fiscal Year Ending Fund Balance for Athletic Program by Institution

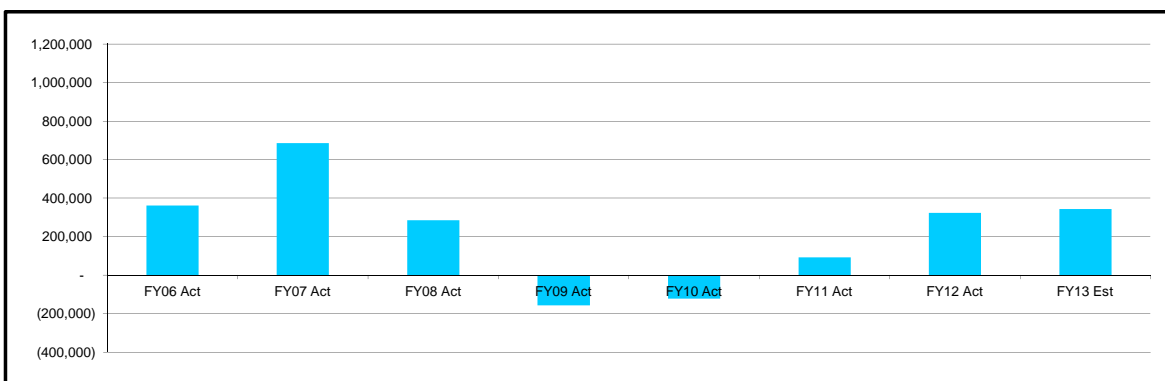
Boise State University



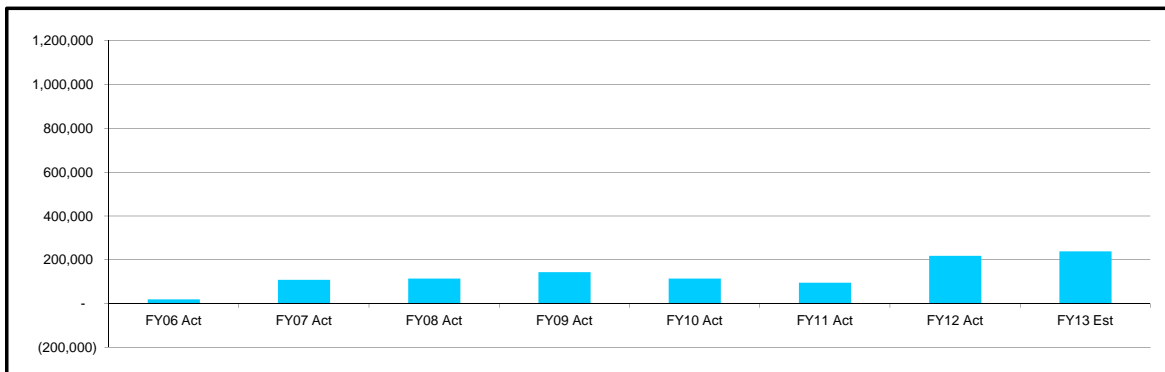
Idaho State University



University of Idaho



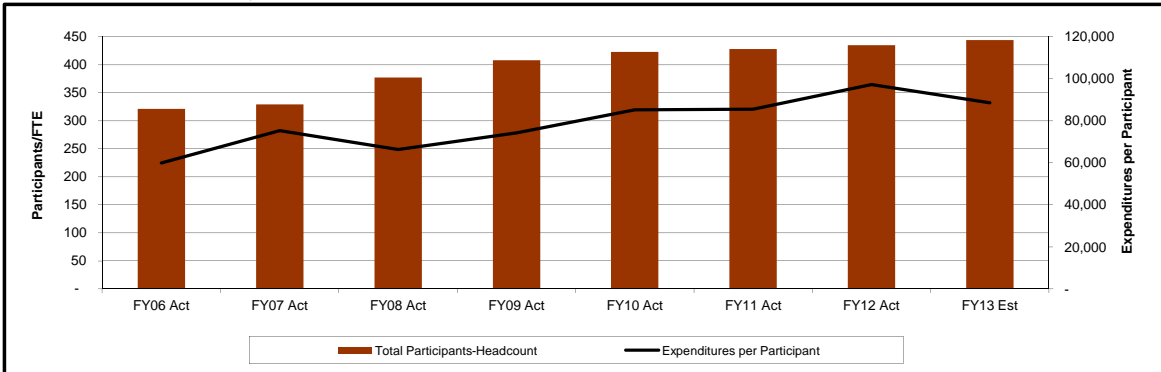
Lewis-Clark State College



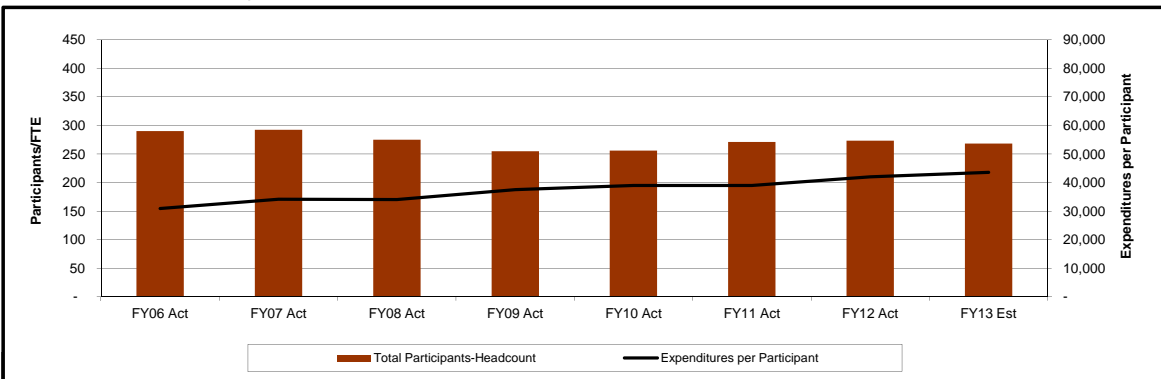
Intercollegiate Athletic Report

Athletic Expenditures by Participant Headcount

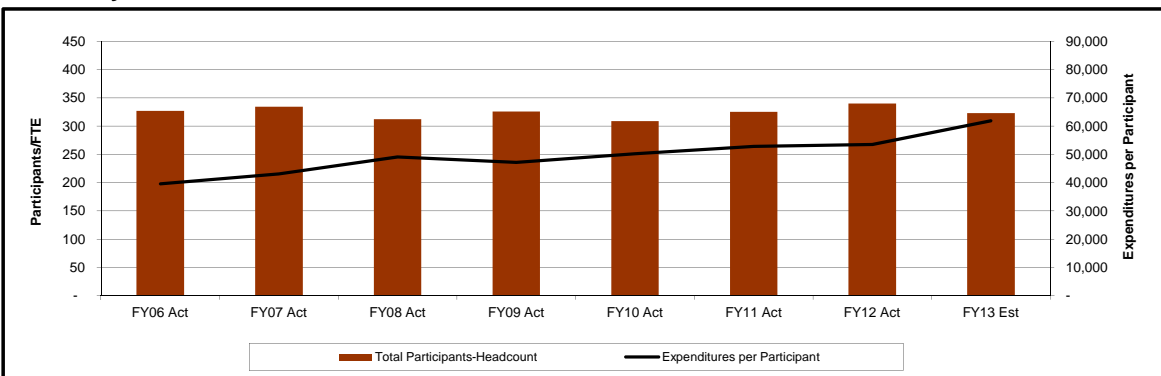
Boise State University



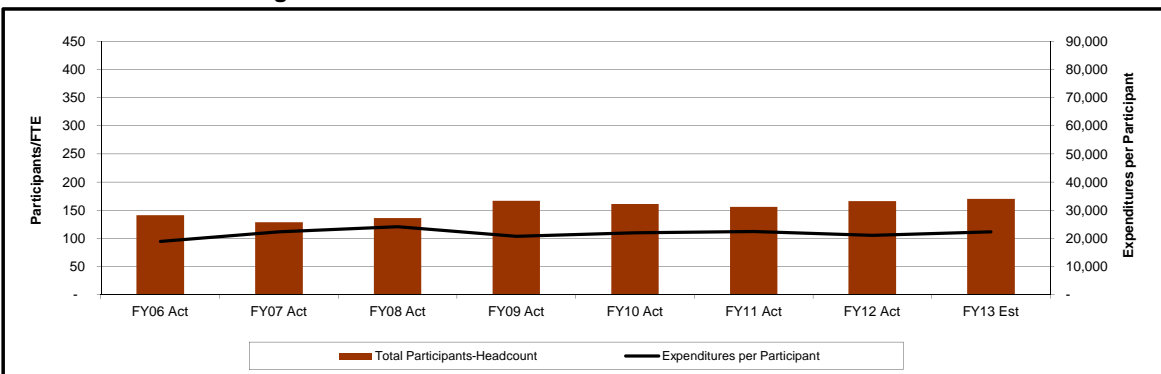
Idaho State University



University of Idaho



Lewis-Clark State College



**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Revenues/Expend/Fund Balance	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	6,237,477	5,669,473	7,102,661	7,615,697	8,306,921	7,514,099	-9.5%	3.8%
4 Game Guarantees	626,500	600,000	580,000	1,500,000	2,287,500	1,575,000	-31.1%	20.2%
5 Contributions	2,884,410	6,406,382	6,553,812	9,594,181	9,261,601	10,444,198	12.8%	29.3%
6 NCAA/Conference/Tournaments	2,062,996	1,684,765	1,835,720	1,298,910	3,782,335	1,150,715	-69.6%	-11.0%
7 TV/Radio/Internet Rights	142,046	188,096	126,678	140,598	64,249	50,000	-22.2%	-18.8%
8 Program/Novelty Sales,								
9 Concessions, Parking	650,896	958,955	932,558	945,438	1,030,353	894,760	-13.2%	6.6%
10 Royalty, Advertisement, Sponsorship	2,253,195	2,338,780	2,773,179	3,612,480	3,668,995	3,309,107	-9.8%	8.0%
11 Endowment/Investment Income	475,000	196,690	0	-	-	-	-	-100.0%
12 Other	427,736	1,185,366	803,891	880,479	3,057,533	1,595,227	-47.8%	30.1%
13 Total Program Revenue	15,760,256	19,228,507	20,708,499	25,587,783	31,459,487	26,533,106	-15.7%	11.0%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	24,085	652,958	4,407,144	524,641	385,201	174,750	-54.6%	48.6%
16 Student Activity Fees	2,657,499	2,839,814	2,980,056	3,151,147	3,227,977	3,493,676	8.2%	5.6%
17 General Education Funds	2,256,873	2,365,023	2,193,089	2,211,077	2,214,700	2,424,400	9.5%	1.4%
18 GenEd Funds for Gender Eq.	783,872	976,872	976,872	976,872	976,872	976,872	0.0%	4.5%
19 Institutional Funds	363,300	529,735	358,700	346,600	346,600	386,100	11.4%	1.2%
20 Subtotal State/Inst. Support	3,404,045	3,871,630	3,528,661	3,534,549	3,538,172	3,787,372	7.0%	2.2%
21 Total Non-Program Revenue	6,085,629	7,364,402	10,915,861	7,210,337	7,151,350	7,455,798	4.3%	4.1%
22 Subtotal Operating Revenue:	21,845,885	26,592,909	31,624,360	32,798,120	38,610,837	33,988,904	-12.0%	9.2%
23 Non-Cash Revenue								
24 Third Party Support	198,150	205,475	293,750	-	-	-	-	-100.0%
25 Indirect Institutional Support	1,377,827	1,583,739	2,209,387	1,822,713	1,828,871	2,044,215	11.8%	8.2%
26 Non-Cash Revenue			0	-	-	-	-	-
27 Non-Resident Tuition Waivers	1,710,390	1,651,556	1,913,158	1,983,889	2,210,648	2,317,482	4.8%	6.3%
28 Subtotal Non-Cash Revenue	3,286,367	3,440,770	4,416,295	3,806,602	4,039,519	4,361,697	8.0%	5.8%
29 Total Revenue:	25,132,252	30,033,679	36,040,655	36,604,722	42,650,356	38,350,601	-10.1%	8.8%
30								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	3,075,365	3,300,409	3,739,015	3,865,115	4,126,419	4,644,701	12.6%	8.6%
34 Guarantees	640,449	495,000	789,500	597,500	633,314	637,000	0.6%	-0.1%
35 Coaching Salary/Benefits	5,114,878	5,695,266	7,219,755	7,910,123	8,169,987	9,180,494	12.4%	12.4%
36 Admin Staff Salary/Benefits	3,800,656	4,387,078	4,309,086	4,786,700	5,021,919	5,231,355	4.2%	6.6%
37 Fringe Benefits/Severance Payments								
38 Recruiting	359,735	330,559	281,642	383,327	411,603	432,722	5.1%	3.8%
39 Team Travel	1,571,519	1,861,684	1,966,291	2,061,440	2,163,971	2,660,016	22.9%	11.1%
40 Equipment, Uniforms and Supplies	1,815,709	1,471,877	1,483,833	1,188,767	1,430,251	1,259,932	-11.9%	-7.0%
41 Game Expenses	577,832	960,989	791,191	1,642,127	1,790,666	895,378	-50.0%	9.2%
42 Fund Raising, Marketing, Promotion	389,334	450,369	550,524	389,355	337,076	259,892	-22.9%	-7.8%
43 Direct Facilities/Maint/Rentals	1,410,028	2,860,764	1,091,002	4,430,381	8,520,267	2,868,243	-66.3%	15.3%
44 Debt Service on Facilities	1,260,904	3,417,400	3,629,955	3,360,608	3,383,251	5,012,328	48.2%	31.8%
45 Spirit Groups	80,843	29,452	88,599	118,297	185,101	115,205	-37.8%	7.3%
46 Medical Expenses & Insurance	123,475	121,543	104,918	125,596	134,805	91,500	-32.1%	-5.8%
47 Memberships & Dues	487,382	489,003	482,578	479,800	488,816	520,461	6.5%	1.3%
48 NCAA/Special Event/Bowls	54,693	365,110	3,954,459	497,587	375,967	212,904	-43.4%	31.2%
49 Other Operating Expenses	963,267	626,842	1,135,668	935,819	1,107,465	936,924	-15.4%	-0.6%
50 Subtotal Operating Expenditures	21,726,069	26,863,345	31,618,016	32,772,542	38,280,878	34,959,055	-8.7%	10.0%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	198,150	205,475	293,750	0	0	0	-	-100.0%
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	1,377,827	1,583,739	2,209,387	1,822,713	1,828,871	2,044,215	11.8%	8.2%
55 Non-Cash Expense								
56 Non-Resident Tuition Waivers	1,710,390	1,651,556	1,913,158	1,983,889	2,210,648	2,317,482	4.8%	6.3%
57 Subtotal Non-Cash Expenditures	3,286,367	3,440,770	4,416,295	3,806,602	4,039,519	4,361,697	8.0%	5.8%
58 Total Expenditures:	25,012,436	30,304,115	36,034,311	36,579,144	42,320,397	39,320,752	-7.1%	9.5%
59								
60 Net Income/(deficit)	119,816	(270,436)	6,344	25,578	329,959	(970,151)	-394.0%	
61								
62 Ending Fund Balance 6/30	896,068	625,632	631,976	657,554	987,513	17,362	-98.2%	
63								
64 Sport Camps & Clinics								
65 Revenue	445,799	580,399	865,924	886,724	755,194	400,000	-47.0%	-2.1%
66 Coach Compensation from Camp	254,355	193,229	222,413	196,637	342,655	150,000	-56.2%	-10.0%
67 Camp Expenses	341,076	296,980	398,975	517,499	509,173	250,000	-50.9%	-6.0%
68 Total Expenses	595,431	490,209	621,388	714,136	851,828	400,000	-53.0%	-7.6%
69 Net Income from Camps	(149,632)	90,190	244,536	172,588	(96,634)	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	2,657,499	2,839,814	2,980,056	3,151,147	3,227,977	3,493,676	8.2%	5.6%
3 Contributions	2,884,410	6,406,382	6,553,812	9,594,182	9,261,601	11,192,001	20.8%	31.2%
4 State Support	2,256,873	2,365,023	2,193,089	2,211,077	2,214,700	2,424,400	9.5%	1.4%
5 Institutional Gender Equity	783,872	976,872	976,872	976,872	976,872	976,872	0.0%	4.5%
6 Institutional Support	363,300	529,735	358,700	346,600	346,600	386,100	11.4%	1.2%
7 NCAA/Conference	2,062,996	1,684,765	1,835,720	1,298,910	3,782,335	1,150,715	-69.6%	-11.0%
8 TV/Radio/Internet	142,046	188,096	126,678	140,598	64,249	50,000	-22.2%	-18.8%
9 Concessions/program/etc.	650,896	958,955	932,558	945,438	1,030,353	894,760	-13.2%	6.6%
10 Advertising/sponsorship/Royalty	2,253,195	2,338,780	2,773,179	3,612,480	3,668,995	3,309,107	-9.8%	8.0%
11 Endowments	475,000	196,690	-	-	-	-		-100.0%
12 NCAA/Special Event/Bowls	24,085	652,958	4,407,144	524,641	385,201	174,750	-54.6%	48.6%
13 Other	427,736	1,185,366	803,891	880,479	3,057,533	847,424	-72.3%	14.7%
14 Total General Revenue	14,981,908	20,323,436	23,941,699	23,682,424	28,016,416	24,899,805	-11.1%	10.7%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	5,408,108	4,993,955	6,657,518	7,009,544	7,550,296	7,053,723	-6.6%	5.5%
19 Game Guarantees	625,000	600,000	450,000	1,450,000	2,201,000	1,575,000	-28.4%	20.3%
20 Other (Tourn/Bowl/Conf)								
21 Basketball								
22 Ticket Sales	742,607	617,467	373,570	526,157	620,293	414,528	-33.2%	-11.0%
23 Game Guarantees			130,000	50,000	85,000		-100.0%	
24 Other (Tourn/Bowl/Conf)								
25 Track & Field/Cross Country	7,110	2,716	3,658	3,274	5,038	3,226	-36.0%	-14.6%
26 Tennis	1,500							
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	11,646	9,848	23,431	28,706	41,361	5,378	-87.0%	-14.3%
31 Golf								
32 Total Men's Sport Revenue	6,795,971	6,223,986	7,638,177	9,067,681	10,502,988	9,051,855	-13.8%	5.9%
33 Women's Programs								
34 Volleyball								
35 Ticket Sales	11,384	3,924	5,284	4,729	6,280	4,660	-25.8%	-16.4%
36 Game Guarantees								
37 Other (Tourn/Bowl/Conf)								
38 Basketball								
39 Ticket Sales	21,622	22,550	13,596	20,367	53,907	10,000	-81.4%	-14.3%
40 Game Guarantees								
41 Other (Tourn/Bowl/Conf)								
42 Track & Field/Cross Country	7,110	2,716	3,658	3,274	5,158	3,226	-37.5%	-14.6%
43 Tennis								
44 Gymnastics	14,392	6,036	8,128	7,276	9,662	7,170	-25.8%	-13.0%
45 Golf								
46 Soccer	13,498	6,036	8,128	7,276	9,662	7,170	-25.8%	-11.9%
47 Softball		4,225	5,690	5,093	6,764	5,018	-25.8%	
48 Swimming								
49 Total Women's Sport Rev	68,006	45,487	44,484	48,015	91,433	37,244	-59.3%	-11.3%
50 Total Revenue	21,845,885	26,592,909	31,624,360	32,798,120	38,610,837	33,988,904	-12.0%	9.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Expenditures by Admin/Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
51	Administrative and General								
52	Athletic Director Office	1,137,606	1,297,780	1,316,953	1,486,160	2,151,763	1,950,512	-9.4%	11.4%
53	Fund Raising Office	681,382	645,159	1,161,260	1,175,263	626,932	748,451	19.4%	1.9%
54	Academic Support	782,313	854,136	1,008,813	963,391	1,052,068	1,014,201	-3.6%	5.3%
55	Media Relations	351,019	345,471	323,729	261,561	265,624	362,051	36.3%	0.6%
56	Marketing and Promotions	492,294	628,671	758,910	809,449	445,782	433,025	-2.9%	-2.5%
57	Ticket Office	265,279	314,033	300,717	291,231	353,820	381,901	7.9%	7.6%
58	Athletic Training Room	593,739	560,859	549,045	590,457	646,873	644,162	-0.4%	1.6%
59	Memberships and Dues	487,382	489,003	482,578	479,800	488,816	520,461	6.5%	1.3%
60	Facilities Mtn & Debt Service	2,606,173	5,597,504	4,892,422	5,051,465	5,427,987	7,420,747	36.7%	23.3%
61	Capital Improvements	1,027,905	1,623,119	685,863	3,832,545	7,187,002	1,439,433	-80.0%	7.0%
62	NCAA/Special Event/Bowls	37,591	365,110	3,954,459	497,587	375,967	212,904	-43.4%	41.5%
63	Other Miscellaneous	1,686,734	1,810,171	1,874,379	1,444,657	2,582,069	2,710,988	5.0%	10.0%
64	Total Admin & General	10,149,417	14,531,016	17,309,128	16,883,566	21,604,703	17,838,836	-17.4%	11.9%
65									
66	Men's Programs:								
67	Football	5,772,723	5,673,268	6,850,396	7,834,316	8,537,612	8,969,952	5.1%	9.2%
68	Basketball	1,097,407	1,274,187	1,529,236	1,926,002	1,729,154	1,643,356	-5.0%	8.4%
69	Track & Field/Cross Country	358,198	358,798	484,006	486,153	503,319	505,140	0.4%	7.1%
70	Tennis	310,932	332,123	381,888	345,771	355,193	325,154	-8.5%	0.9%
71	Baseball			-	-	-			
72	Wrestling	376,418	393,717	497,694	433,774	486,327	452,414	-7.0%	3.7%
73	Golf	171,692	175,395	162,284	180,976	186,419	182,850	-1.9%	1.3%
74	Total Men's Programs	8,087,370	8,207,488	9,905,504	11,206,992	11,798,024	12,078,866	2.4%	8.4%
75									
76	Women's Programs								
77	Volleyball	509,694	493,647	456,679	528,957	584,346	590,215	1.0%	3.0%
78	Basketball	833,326	949,825	933,985	1,028,579	1,063,506	1,120,709	5.4%	6.1%
79	Track & Field/Cross Country	416,838	417,691	558,720	554,851	591,738	593,831	0.4%	7.3%
80	Tennis	271,551	321,629	353,075	245,434	167,725	275,479	64.2%	0.3%
81	Gymnastics	438,173	523,170	561,430	481,154	512,089	517,368	1.0%	3.4%
82	Golf	193,903	169,098	202,557	192,740	205,041	206,827	0.9%	1.3%
83	Soccer	419,012	438,758	473,646	557,972	573,723	522,665	-8.9%	4.5%
84	Softball	5,253	374,241	433,678	526,695	560,874	615,319	9.7%	159.3%
85	Swimming	401,532	436,782	429,614	565,602	619,109	598,940	-3.3%	8.3%
86	Total Women's Programs	3,489,282	4,124,841	4,403,384	4,681,984	4,878,151	5,041,353	3.3%	7.6%
87									
88	Total Expenditures	21,726,069	26,863,345	31,618,016	32,772,542	38,280,878	34,959,055	-8.7%	10.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Participants by Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
89	Men's Programs:								
90	Football	102	105	109	112	108	108	0.0%	1.1%
91	Basketball	16	14	15	16	16	16	0.0%	0.0%
92	Track & Field/Cross Country	37	38	46	45	54	54	0.0%	7.9%
93	Tennis	13	12	13	11	10	10	0.0%	-5.1%
94	Baseball								
95	Wrestling	30	33	29	32	28	32	14.3%	1.3%
96	Golf	9	10	9	8	9	8	-11.1%	-2.3%
97	Total Male Participation	207	212	221	224	225	228	1.3%	2.0%
98	Women's Programs								
99	Volleyball	19	15	17	17	18	17	-5.6%	-2.2%
100	Basketball	17	16	15	14	14	15	7.1%	-2.5%
101	Track & Field/Cross Country	38	47	59	62	68	68	0.0%	12.3%
102	Tennis	9	9	8	7	8	11	37.5%	4.1%
103	Gymnastics	25	22	18	18	16	16	0.0%	-8.5%
104	Golf	8	10	9	9	8	9	12.5%	2.4%
105	Soccer	28	27	29	28	31	33	6.5%	3.3%
106	Softball	0	19	20	21	20	20	0.0%	
107	Swimming	26	31	27	28	27	27	0.0%	0.8%
108	Rodeo	0	0	0	0	0	0		
109	Total Female Participation	170	196	202	204	210	216	2.9%	4.9%
110	Total Participants	377	408	423	428	435	444	2.1%	3.3%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
111 Men's Programs:									
112 Football		74.0	69.0	84.0	67.0	63.0	82.0	30.2%	2.1%
113 Basketball		11.0	12.0	12.0	13.0	13.0	13.0	0.0%	3.4%
114 Track & Field/Cross Country		3.0	5.0	5.0	2.0	1.0	2.0	100.0%	-7.8%
115 Tennis		3.0	2.0	2.0	2.0	2.0	2.0	0.0%	-7.8%
116 Baseball									
117 Wrestling		1.0	0.0	1.0	0.0	2.0	2.0		14.9%
118 Golf		0.0	1.0	0.0	1.0	0.0	0.0		
119 Subtotal		92.0	89.0	104.0	85.0	81.0	101.0	24.7%	1.9%
120 Women's Programs									
121 Volleyball		12.0	12.0	11.0	11.0	12.0	12.0	0.0%	0.0%
122 Basketball		14.0	15.0	13.0	13.0	13.0	15.0	15.4%	1.4%
123 Track & Field/Cross Country		4.0	5.0	7.0	3.0	3.0	2.0	-33.3%	-12.9%
124 Tennis		7.0	8.0	8.0	5.0	5.0	8.0	60.0%	2.7%
125 Gymnastics		9.0	12.0	12.0	11.0	12.0	12.0	0.0%	5.9%
126 Golf		3.0	1.0	0.0	1.0	1.0	1.0	0.0%	-19.7%
127 Soccer		0.0	1.0	1.0	2.0	2.0	2.0	0.0%	
128 Softball		0.0	1.0	1.0	1.0	1.0	1.0	0.0%	
129 Swimming		1.0	1.0	2.0	2.0	2.0	2.0	0.0%	14.9%
130 Subtotal		50.0	56.0	55.0	49.0	51.0	55.0	7.8%	1.9%
131 Total Scholarships		142.0	145.0	159.0	134.0	132.0	156.0	18.2%	1.9%
132 Partial Scholarships by Sport (FTE)									
133 Men's Programs:									
134 Football		4.55	16.20	1.00	12.64	15.20	0.00	-100.0%	-100.0%
135 Basketball		0.46	0.50	0.40	0.00	0.00	0.00		-100.0%
136 Track & Field/Cross Country		8.76	5.36	6.30	10.39	10.38	12.00	15.6%	6.5%
137 Tennis		1.47	1.87	2.49	2.64	2.50	2.50	0.0%	11.2%
138 Baseball									
139 Wrestling		6.97	9.55	8.07	8.30	7.30	7.30	0.0%	0.9%
140 Golf		3.50	2.41	3.79	4.09	3.42	4.50	31.6%	5.2%
141 Subtotal		25.71	35.89	22.05	38.06	38.80	26.30	-32.2%	0.5%
142 Women's Programs									
143 Volleyball		0.94	0.00	0.00	0.92	0.00	0.00		-100.0%
144 Basketball		1.01	0.50	0.78	0.78	0.78	0.00	-100.0%	-100.0%
145 Track & Field/Cross Country		10.47	9.26	8.12	12.17	12.26	13.00	6.0%	4.4%
146 Tennis		0.00	0.35	0.00	1.21	0.00	0.00		
147 Gymnastics		0.70	0.00	0.78	0.87	0.00	0.00		-100.0%
148 Golf		3.08	4.62	5.53	3.94	4.38	5.00	14.2%	10.2%
149 Soccer		12.01	9.87	9.39	8.72	10.53	11.00	4.5%	-1.7%
150 Softball		0.00	5.34	7.75	9.72	10.35	10.50	1.4%	
151 Swimming		5.98	9.33	10.02	11.79	11.91	11.90	-0.1%	14.8%
152 Rodeo									
153 Subtotal		34.19	39.27	42.37	50.12	50.21	51.40	2.4%	8.5%
154 Total Scholarships		59.90	75.16	64.42	88.18	89.01	77.70	-12.7%	5.3%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Revenues/Expend/Fund Balance	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue:								
2 Program Revenue:								
3 Ticket Sales	369,954	357,869	253,108	222,452	326,481	218,932	-32.9%	-10.0%
4 Game Guarantees	644,000	754,600	1,330,402	1,179,000	1,099,500	1,367,500	24.4%	16.3%
5 Contributions	569,504	343,160	382,833	379,301	359,422	388,600	8.1%	-7.4%
6 NCAA/Conference/Tournaments	532,650	518,290	642,292	606,968	664,303	507,939	-23.5%	-0.9%
7 TV/Radio/Internet Rights	6,180	3,148	8,559	4,782	9,199	4,000	-56.5%	-8.3%
8 Program/Novelty Sales,								
9 Concessions, Parking	21,438	17,000	17,000	17,000	17,000	17,000	0.0%	-4.5%
10 Royalty, Advertisement, Sponsorship	622,694	496,620	498,620	499,071	767,784	464,000	-39.6%	-5.7%
11 Endowment/Investment Income	28,660	30,840	23,710	30,650	23,140	17,851	-22.9%	-9.0%
12 Other	95,440	83,900	98,973	63,821	643,142	686,160	6.7%	48.4%
13 Total Program Revenue	2,890,521	2,605,427	3,255,497	3,003,045	3,909,971	3,671,982	-6.1%	4.9%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	750	2,361	720	3,240	36,458	13,720	-62.4%	78.8%
16 Student Activity Fees	1,805,222	1,980,502	2,191,453	2,149,637	2,160,685	2,062,691	-4.5%	2.7%
17 General Education Funds	2,319,642	2,442,600	2,262,900	2,214,700	2,214,700	2,424,400	9.5%	0.9%
18 GenEd Funds for Gender Eq.	646,500	646,500	646,500	721,500	646,500	707,700	9.5%	1.8%
19 Institutional Funds	465,603	539,600	374,000	424,628	485,100	516,700	6.5%	2.1%
20 Subtotal State/Inst. Support	3,431,745	3,628,700	3,283,400	3,360,828	3,346,300	3,648,800	9.0%	1.2%
21 Total Non-Program Revenue	5,237,717	5,611,563	5,475,573	5,513,705	5,543,443	5,725,211	3.3%	1.8%
22 Subtotal Operating Revenue	8,128,238	8,216,990	8,731,070	8,516,750	9,453,414	9,397,193	-0.6%	2.9%
23 Non-Cash Revenue								
24 Third Party Support	39,946	42,512	42,013	41,271	37,389	35,000	-6.4%	-2.6%
25 Indirect Institutional Support	0	0	0	0	0	0		
26 Non-Cash Revenue	585,593	653,306	629,269	605,374	573,359	600,000	4.6%	0.5%
27 Non-Resident Tuition Waivers	977,670	1,122,888	1,251,295	1,444,723	1,393,045	1,633,890	17.3%	10.8%
28 Subtotal Non-Cash Revenue	1,603,209	1,818,706	1,922,577	2,091,368	2,003,793	2,268,890	13.2%	7.2%
29 Total Revenue:	9,731,447	10,035,696	10,653,647	10,608,118	11,457,207	11,666,083	1.8%	3.7%
30								
31 Expenditures								
32 Operating Expenditures:								
33 Athletics Student Aid	1,710,189	1,712,419	1,821,964	1,902,615	2,130,563	2,239,035	5.1%	5.5%
34 Guarantees	93,500	125,500	230,667	59,406	61,257	54,000	-11.8%	-10.4%
35 Coaching Salary/Benefits	1,736,433	1,865,526	1,822,432	1,939,811	1,738,519	1,921,139	10.5%	2.0%
36 Admin Staff Salary/Benefits	1,462,110	1,316,801	1,398,814	1,462,165	1,392,011	1,393,744	0.1%	-1.0%
37 Severance Payments	0	0	0	0	0	0		
38 Recruiting	254,262	238,792	308,441	194,743	204,478	209,010	2.2%	-3.8%
39 Team Travel	841,437	836,283	830,424	872,386	941,467	1,108,713	17.8%	5.7%
40 Equipment, Uniforms and Supplies	216,320	206,111	249,711	311,693	326,594	344,850	5.6%	9.8%
41 Game Expenses	310,724	283,017	268,359	243,692	262,426	253,395	-3.4%	-4.0%
42 Fund Raising, Marketing, Promotion	154,186	140,248	122,220	168,456	130,733	155,499	18.9%	0.2%
43 Direct Facilities/Maint/Rentals	149,771	165,704	204,111	256,817	1,196,670	703,976	-41.2%	36.3%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	54,322	49,947	54,421	57,628	0	0		-100.0%
46 Medical Expenses & Insurance	266,042	307,924	325,110	307,664	268,988	254,510	-5.4%	-0.9%
47 Memberships & Dues	44,793	48,242	39,062	44,648	47,926	48,000	0.2%	1.4%
48 NCAA/Special Event/Bowls	2,983	1,810	762	3,240	30,314	15,748	-48.1%	39.5%
49 Other Operating Expenses	466,619	446,338	385,075	635,043	724,547	695,574	-4.0%	8.3%
50 Subtotal Operating Expenditures	7,763,692	7,744,661	8,061,573	8,460,007	9,456,493	9,397,193	-0.6%	3.9%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	35,526	37,977	37,484	37,282	33,520	30,000	-10.5%	-3.3%
53 3rd Party Admin Staff Compensation	4,420	4,535	4,529	3,989	3,869	5,000	29.2%	2.5%
54 Indirect Facilities & Admin Support	0	0	0	0	0	0		
55 Non-Cash Expense	585,593	653,306	629,269	605,374	573,359	600,000	4.6%	0.5%
56 Non-Resident Tuition Waivers	977,670	1,122,888	1,251,295	1,444,723	1,393,045	1,633,890	17.3%	10.8%
57 Subtotal Non-Cash Expenditures	1,603,209	1,818,706	1,922,577	2,091,368	2,003,793	2,268,890	13.2%	7.2%
58 Total Expenditures:	9,366,901	9,563,367	9,984,150	10,551,375	11,460,286	11,666,083	1.8%	4.5%
59								
60 Net Income/(deficit)	364,546	472,329	669,497	56,743	(3,079)	0	-100.0%	
61								
62 Ending Fund Balance 6/30	226,811	699,140	1,368,637	1,425,380	1,422,301	1,422,301	0.0%	
63								
64 Sport Camps & Clinics								
65 Revenue	227,303	192,822	197,065	127,179	79,570	120,000	50.8%	-12.0%
66 Coach Compensation from Camp	49,190	20,074	104,025	65,387	37,109	70,000	88.6%	7.3%
67 Camp Expenses	193,807	135,595	137,041	76,190	54,692	50,000	-8.6%	-23.7%
68 Total Expenses	242,997	155,669	241,066	141,577	91,801	120,000	30.7%	-13.2%
69 Net Income from Camps	-15,695	37,153	-44,001	-14,398	-12,231	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	1,805,222	1,980,502	2,191,453	2,149,637	2,160,685	2,062,691	-4.5%	2.7%
3 Contributions	569,504	343,160	382,833	379,301	359,422	388,600	8.1%	-7.4%
4 State Support	2,319,642	2,442,600	2,262,900	2,214,700	2,214,700	2,424,400	9.5%	0.9%
5 Institutional Gender Equity	646,500	646,500	646,500	721,500	646,500	707,700	9.5%	1.8%
6 Institutional Support	465,603	539,600	374,000	424,628	485,100	516,700	6.5%	2.1%
7 NCAA / Conference	532,650	518,290	642,292	606,968	664,303	507,939	-23.5%	-0.9%
8 TV / Radio / Internet	6,180	3,148	8,559	4,782	9,199	4,000	-56.5%	-8.3%
9 Concessions / program / etc.	21,438	17,000	17,000	17,000	17,000	17,000	0.0%	-4.5%
10 Advertising / sponsorship / Royalty	622,694	496,620	498,620	499,071	767,784	464,000	-39.6%	-5.7%
11 Endowments	28,660	30,840	23,710	30,650	23,140	17,851	-22.9%	-9.0%
12 NCAA / Bowl / World Series	750	2,361	720	3,240	36,458	13,720	-62.4%	78.8%
13 Other	98,842	88,329	98,973	63,821	643,142	686,160	6.7%	47.3%
14 Total General Revenue	7,117,686	7,108,950	7,147,560	7,115,298	8,027,433	7,810,761	-2.7%	1.9%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	196,636	135,956	124,521	106,830	152,189	119,480	-21.5%	-9.5%
19 Game Guarantees	300,000	405,000	899,902	725,000	720,000	970,000	34.7%	26.5%
20 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
21 Basketball								
22 Ticket Sales	131,526	195,510	100,082	77,955	86,292	60,000	-30.5%	-14.5%
23 Game Guarantees	315,000	326,500	360,000	368,000	328,000	320,000	-2.4%	0.3%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	4,136	1,822	2,710	3,348	3,041	2,250	-26.0%	-11.5%
26 Tennis	0	0	0	0	0	0		
27 Baseball	0	0	0	0	0	0		
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	0	0	0	0	0	0		
31 Golf	0	0	0	0	0	0		
32 Volleyball	0	0	0	0	0	0		
33 Total Men's Sport Revenue	947,298	1,064,788	1,487,215	1,281,133	1,289,522	1,471,730	14.1%	9.2%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	3,063	2,688	3,449	4,307	3,781	7,331	93.9%	19.1%
37 Game Guarantees	0	3,600	2,000	2,000	6,000	6,000	0.0%	
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	23,600	12,836	18,184	22,812	76,425	25,900	-66.1%	1.9%
41 Game Guarantees	23,000	19,500	65,000	76,000	44,000	69,000	56.8%	24.6%
42 Other (Tourn/Bowl/Conf)	750	0	0	0	0	0		-100.0%
43 Track & Field/Cross Country	4,136	1,822	2,710	3,347	3,042	2,250	-26.0%	-11.5%
44 Tennis	0	0	0	0	0	0		
45 Gymnastics	0	0	0	0	0	0		
46 Golf	0	0	0	0	0	0		
47 Soccer	3,705	2,806	4,952	8,853	3,211	4,221	31.5%	2.6%
48 Softball	5,000	0	0	3,000	0	0		-100.0%
49 Skiing	0	0	0	0	0	0		
50 Swimming	0	0	0	0	0	0		
51 Total Women's Sport Rev	63,254	43,252	96,295	120,319	136,459	114,702	-15.9%	12.6%
50 Total Revenue	8,128,238	8,216,990	8,731,070	8,516,750	9,453,414	9,397,193	-0.6%	2.9%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Expenditures by Admin/Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
51	Administrative and General								
52	Athletic Director Office	839,554	680,826	725,477	755,459	656,672	640,162	-2.5%	-5.3%
53	Fund Raising Office	188,197	180,814	171,829	190,175	199,881	210,597	5.4%	2.3%
54	Academics Support	202,937	234,387	253,551	251,903	241,055	212,027	-12.0%	0.9%
55	Media Relations	170,117	203,753	187,813	191,580	181,473	180,469	-0.6%	1.2%
56	Marketing and Promotions	153,193	172,010	235,799	203,317	180,034	180,858	0.5%	3.4%
57	Ticket Office	0	0	0	0	0	0		
58	Athletic Training Room	250,145	265,648	276,778	276,060	267,815	285,219	6.5%	2.7%
59	Memberships and Dues	44,793	48,242	39,062	44,648	47,926	45,000	-6.1%	0.1%
60	Facilities Mtn & Debt Service	85,000	85,000	85,000	85,000	85,000	85,000	0.0%	0.0%
61	Capital Improvements	0	0	0	0	0	0		
62	NCAA/Special Event/Bowls	750	0	0	0	30,314	13,720	-54.7%	78.8%
63	Other Miscellaneous	616,395	592,958	502,292	756,101	1,497,684	1,001,582	-33.1%	10.2%
64	Total Admin & General	2,551,081	2,463,638	2,477,601	2,754,243	3,387,854	2,854,634	-15.7%	2.3%
65									
66	Men's Programs:								
67	Football	1,817,596	1,935,488	2,107,695	2,050,701	2,267,725	2,639,433	16.4%	7.7%
68	Basketball	764,289	863,838	860,818	907,169	867,162	820,923	-5.3%	1.4%
69	Track & Field/Cross Country	293,231	295,114	288,551	276,797	308,489	312,277	1.2%	1.3%
70	Tennis	96,929	81,891	97,807	109,243	107,912	106,978	-0.9%	2.0%
71	Baseball	0	0	0	0	0	0		
72	Wrestling	0	0	0	0	0	0		
73	Golf	82,823	15,058	4,817	0	0	0		-100.0%
74	Volleyball	0	0	0	0	0	0		
75	Rodeo	0	0	0	0	0	0		
76	Total Men's Programs	3,054,868	3,191,389	3,359,688	3,343,910	3,551,288	3,879,611	9.2%	4.9%
77									
78	Women's Programs								
79	Volleyball	332,383	358,118	362,629	373,993	382,796	419,833	9.7%	4.8%
80	Basketball	594,512	566,118	602,524	631,067	703,770	747,702	6.2%	4.7%
81	Track & Field/Cross Country	338,039	317,268	344,213	376,260	414,199	420,914	1.6%	4.5%
82	Tennis	112,339	99,310	113,820	132,909	138,800	152,895	10.2%	6.4%
83	Gymnastics	0	0	0	0	0	0		
84	Golf	104,199	93,770	110,715	108,037	120,128	123,342	2.7%	3.4%
85	Soccer	370,437	386,330	394,806	407,010	413,482	419,113	1.4%	2.5%
86	Softball	305,834	268,720	295,577	332,578	344,176	379,149	10.2%	4.4%
87	Skiing	0	0	0	0	0	0		
88	Swimming	0	0	0	0	0	0		
89	Total Women's Programs	2,157,743	2,089,634	2,224,284	2,361,854	2,517,351	2,662,948	5.8%	4.3%
90									
91	Total Expenditures	7,763,692	7,744,661	8,061,573	8,460,007	9,456,493	9,397,193	-0.6%	3.9%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Participants by Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
92	Men's Programs:								
93	Football	87	80	84	84	81	85	4.9%	-0.5%
94	Basketball	14	16	15	15	14	15	7.1%	1.4%
95	Track & Field/Cross Country	37	38	36	39	36	32	-11.1%	-2.9%
96	Tennis	8	7	6	8	9	9	0.0%	2.4%
97	Baseball								
98	Wrestling								
99	Golf	7	0	0	0	0	0		-100.0%
100	Volleyball								
101	Rodeo								
102	Total Male Participation	153	141	141	146	140	141	0.7%	-1.6%
103	Women's Programs								
104	Volleyball	13	13	17	13	13	13	0.0%	0.0%
105	Basketball	15	14	15	13	16	15	-6.3%	0.0%
106	Track & Field/Cross Country	37	32	28	38	42	37	-11.9%	0.0%
107	Tennis	7	9	9	10	11	11	0.0%	9.5%
108	Gymnastics								
109	Golf	8	6	8	7	8	8	0.0%	0.0%
110	Soccer	22	23	24	28	26	26	0.0%	3.4%
111	Softball	20	17	14	16	17	17	0.0%	-3.2%
112	Skiing	-							
113	Swimming	-							
114	Rodeo								
115	Total Female Participation	122	114	115	125	133	127	-4.5%	0.8%
116	Total Participants	275	255	256	271	273	268	-1.8%	-0.5%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
117	Men's Programs:								
118	Football	50.0	48.0	51.0	50.5	54.4	61.1	12.3%	4.1%
119	Basketball	11.0	13.0	11.0	13.0	10.5	11.0	4.8%	0.0%
120	Track & Field/Cross Country	2.0	3.0	3.0	2.0	1.0	0.0	-100.0%	-100.0%
121	Tennis	0.0	0.0	0.0	0.5	0.5	0.5	0.0%	
122	Baseball								
123	Wrestling								
124	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
125	Volleyball								
126	Subtotal	63.0	64.0	65.0	66.0	66.4	72.6	9.3%	2.9%
127	Women's Programs								
128	Volleyball	9.0	10.0	11.0	12.0	12.0	12.0	0.0%	5.9%
129	Basketball	14.0	10.0	11.0	8.5	15.0	14.0	-6.7%	0.0%
130	Track & Field/Cross Country	3.0	5.0	5.0	5.0	2.0	4.0	100.0%	
131	Tennis	4.0	1.0	1.0	4.0	3.0	5.0	66.7%	4.6%
132	Gymnastics								
133	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
134	Soccer	3.0	4.0	4.0	2.0	1.0	3.0	200.0%	0.0%
135	Skiing	0.0	1.0	0.0	0.0	0.0	0.0		
136	Softball	0.0	0.0	0.0	0.0	1.0	3.0		
137	Swimming	0.0	0.0	0.0	0.0	0.0	0.0		
138	Subtotal	33.0	31.0	32.0	31.5	34.0	41.0	20.6%	4.4%
139	Total Scholarships	96.0	95.0	97.0	97.5	100.4	113.6	13.2%	3.4%
140	Partial Scholarships by Sport (FTE)								
141	Men's Programs:								
142	Football	11.67	11.51	11.09	3.44	4.66	5.54	18.9%	-13.8%
143	Basketball	0.50	0.00	0.49	0.00	0.00	0.00		-100.0%
144	Track & Field/Cross Country	10.38	9.56	8.00	8.54	11.14	12.49	12.1%	3.8%
145	Tennis	4.20	2.81	4.02	3.53	3.31	3.89	17.5%	-1.5%
146	Baseball								
147	Wrestling								
148	Golf	2.62	0.00	0.00	0.00	0.00	0.00		-100.0%
149	Volleyball								
150	Rodeo								
151	Subtotal	29.37	23.88	23.60	15.51	19.11	21.92	14.7%	-5.7%
152	Women's Programs								
153	Volleyball	1.47	0.95	0.00	0.00	0.00	0.00		-100.0%
154	Basketball	0.49	1.01	0.50	2.04	0.00	0.68		7.0%
155	Track & Field/Cross Country	12.60	8.89	9.78	12.92	13.82	13.25	-4.1%	1.0%
156	Tennis	1.15	3.86	3.69	1.87	3.53	1.66	-53.0%	7.6%
157	Gymnastics								
158	Golf	3.33	2.87	4.28	3.31	4.08	3.73	-8.6%	2.3%
159	Soccer	9.16	7.33	8.75	9.16	10.54	10.89	3.3%	3.5%
160	Softball	7.54	7.90	7.70	8.31	8.69	9.37	7.8%	4.4%
161	Skiing								
162	Swimming								
163	Rodeo								
164	Subtotal	35.74	32.81	34.70	37.61	40.66	39.58	-2.7%	2.1%
165	Total Scholarships	65.11	56.69	58.30	53.12	59.77	61.50	2.9%	-1.1%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Revenues/Expend/Fund Balance	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	480,817	969,361	700,856	1,077,791	582,445	991,868	70.3%	15.6%
4 Game Guarantees	1,165,000	1,005,000	804,000	1,063,980	2,223,592	2,480,000	11.5%	16.3%
5 Contributions	2,631,059	2,368,227	2,354,627	2,084,036	3,122,067	2,688,540	-13.9%	0.4%
6 NCAA/Conference/Tournaments	1,446,488	1,381,112	1,578,852	2,004,216	1,531,635	2,909,190	89.9%	15.0%
7 TV/Radio/Internet Rights	150,000	50,000	50,000	50,000	50,000	50,000	0.0%	-19.7%
8 Program/Novelty Sales,								
9 Concessions, Parking	40,579	36,903	48,925	36,037	35,531	32,850	-7.5%	-4.1%
10 Royalty, Advertisement, Sponsorship	273,569	114,678	396,999	385,041	716,948	221,500	-69.1%	-4.1%
11 Endowment/Investment Income	245,278	285,056	265,469	231,743	221,350	220,000	-0.6%	-2.2%
12 Other	129,704	73,749	77,003	297,993	367,527	330,000	-10.2%	20.5%
13 Total Program Revenue	6,562,493	6,284,086	6,276,731	7,230,837	8,851,095	9,923,948	12.1%	8.6%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series			400,000	0	0	0		
16 Student Activity Fees	2,048,266	2,154,873	2,218,219	2,317,147	2,330,453	2,320,309	-0.4%	2.5%
17 General Education Funds	2,263,906	2,150,549	2,246,527	2,214,700	2,214,700	2,424,400	9.5%	1.4%
18 GenEd Funds for Gender Eq.	561,560	846,560	846,560	1,632,885	846,560	926,660	9.5%	10.5%
19 Institutional Funds	726,500	743,900	717,400	617,506	666,530	772,100	15.8%	1.2%
20 Subtotal State/Inst. Support	3,551,966	3,741,009	3,810,487	4,465,091	3,727,790	4,123,160	10.6%	3.0%
21 Total Non-Program Revenue	5,600,232	5,895,882	6,428,706	6,782,238	6,058,243	6,443,469	6.4%	2.8%
22 Subtotal Operating Revenue:	12,162,726	12,179,968	12,705,437	14,013,075	14,909,338	16,367,417	9.8%	6.1%
23 Non-Cash Revenue								
24 Third Party Support	260,750	262,900	270,100	381,000	402,300	438,717	9.1%	11.0%
25 Indirect Institutional Support	280,304	233,521	305,244	354,418	394,510	336,736	-14.6%	3.7%
26 Non-Cash Revenue	474,493	539,460	421,655	457,572	462,539	536,710	16.0%	2.5%
27 Non-Resident Tuition Waivers	1,743,952	1,716,831	1,843,208	2,160,805	2,267,708	2,338,347	3.1%	6.0%
28 Subtotal Non-Cash Revenue	2,759,499	2,752,712	2,840,207	3,353,795	3,527,057	3,650,510	3.5%	5.8%
29 Total Revenue:	14,922,225	14,932,680	15,545,644	17,366,870	18,436,395	20,017,927	8.6%	6.1%
30								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	2,480,796	2,535,486	2,850,642	2,956,509	3,138,547	3,489,933	11.2%	7.1%
34 Guarantees	288,486	298,916	138,132	313,905	275,132	322,740	17.3%	2.3%
35 Coaching Salary/Benefits	2,391,727	2,526,388	2,539,352	2,716,981	2,773,965	2,947,911	6.3%	4.3%
36 Admin Staff Salary/Benefits	1,898,039	1,952,361	1,904,159	1,887,726	1,842,975	1,962,797	6.5%	0.7%
37 Severance Payments	94,118	148,901	1,934	0	78,655	375,000		31.8%
38 Recruiting	491,207	408,036	469,594	367,071	494,417	353,680	-28.5%	-6.4%
39 Team Travel	1,470,544	1,798,219	1,518,534	1,913,014	1,958,530	2,137,216	9.1%	7.8%
40 Equipment, Uniforms and Supplies	371,074	394,646	373,182	446,713	528,876	558,561	5.6%	8.5%
41 Game Expenses	390,412	535,908	559,545	590,233	602,474	638,596	6.0%	10.3%
42 Fund Raising, Marketing, Promotion	223,699	168,362	207,435	231,482	300,925	282,441	-6.1%	4.8%
43 Direct Facilities/Maint/Rentals	27,089	52,576	69,497	64,870	283,229	50,000	-82.3%	13.0%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	0	0	0	0	0	0		
46 Medical Expenses & Insurance	336,028	240,419	332,460	338,615	368,250	329,005	-10.7%	-0.4%
47 Memberships & Dues	415,144	412,144	414,380	414,258	419,515	534,100	27.3%	5.2%
48 NCAA/Special Event/Bowls	0	0	381,917	0	0	0		
49 Other Operating Expenses	1,684,310	1,148,759	910,891	1,556,252	1,614,008	2,364,527	46.5%	7.0%
50 Subtotal Operating Expenditures	12,562,673	12,621,121	12,671,654	13,797,629	14,679,498	16,346,507	11.4%	5.4%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	243,250	245,400	252,600	363,500	384,800	421,217	9.5%	11.6%
53 3rd Party Admin Staff Compensation	17,500	17,500	17,500	17,500	17,500	17,500	0.0%	0.0%
54 Indirect Facilities & Admin Support	280,304	233,521	305,244	354,418	394,510	336,736	-14.6%	3.7%
55 Non-Cash Expense	474,493	539,460	421,655	457,572	462,539	536,710	16.0%	2.5%
56 Non-Resident Tuition Waivers	1,743,952	1,716,831	1,843,208	2,160,805	2,267,708	2,338,347	3.1%	6.0%
57 Subtotal Non-Cash Expenditures	2,759,499	2,752,712	2,840,207	3,353,795	3,527,057	3,650,510	3.5%	5.8%
58 Total Expenditures:	15,322,172	15,373,833	15,511,861	17,151,424	18,206,555	19,997,017	9.8%	5.5%
59								
60 Net Income/(deficit)	(399,947)	(441,153)	33,783	215,446	229,840	20,910	-90.9%	
61								
62 Ending Fund Balance 6/30	285,628	(155,945)	(122,162)	93,284	323,124	344,034	6.5%	
63								
64 Sport Camps & Clinics								
65 Revenue	285,983	194,220	137,542	178,433	147,818	236,300	59.9%	-3.7%
66 Coach Compensation from Camp	69,711	73,901	38,812	31,275	50,165	61,828	23.2%	-2.4%
67 Camp Expenses	218,561	170,550	107,856	131,411	114,815	174,472	52.0%	-4.4%
68 Total Expenses	288,272	244,451	146,668	162,686	164,980	236,300	43.2%	-3.9%
69 Net Income from Camps	(2,289)	(50,231)	(9,126)	15,747	(17,162)	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	2,048,266	2,154,873	2,218,219	2,317,147	2,330,453	2,320,309	-0.4%	2.5%
3 Contributions	2,631,059	2,368,227	2,354,627	2,084,036	3,122,067	2,688,540	-13.9%	0.4%
4 State Support	2,263,906	2,150,549	2,246,527	2,214,700	2,214,700	2,424,400	9.5%	1.4%
5 Institutional Gender Equity	561,560	846,560	846,560	1,632,885	846,560	926,660	9.5%	10.5%
6 Institutional Support	726,500	743,900	717,400	617,506	666,530	772,100	15.8%	1.2%
7 NCAA/Conference	1,446,488	1,381,112	1,578,852	2,004,216	1,531,635	2,909,190	89.9%	15.0%
8 TV/Radio/Internet	150,000	50,000	50,000	50,000	50,000	50,000	0.0%	-19.7%
9 Concessions/program/etc.	40,579	36,903	48,925	36,037	35,531	32,850	-7.5%	-4.1%
10 Advertising/sponsorship/Royalty	273,569	114,678	396,999	385,041	716,948	221,500	-69.1%	-4.1%
11 Endowments	245,278	285,056	265,469	231,743	221,350	220,000	-0.6%	-2.2%
12 Special Events	0	0	0	0	0	0		
13 Other	129,704	73,749	77,003	297,993	367,527	330,000	-10.2%	20.5%
14 Total General Revenue	10,516,909	10,205,607	10,800,581	11,871,304	12,103,301	12,895,549	6.5%	4.2%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	425,052	858,490	610,058	998,844	489,788	927,618	89.4%	16.9%
19 Game Guarantees	1,060,000	850,000	725,000	950,000	2,075,000	2,350,000	13.3%	17.3%
20 Other (Tourn/Bowl/Conf)	0	0	400,000	0	0	0		
21 Basketball								
22 Ticket Sales	31,804	75,771	72,357	68,274	77,530	55,000	-29.1%	11.6%
23 Game Guarantees	100,000	140,000	65,000	89,980	87,000	80,000	-8.0%	-4.4%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	0	3,873	3,104	0	1,064	0		
26 Tennis	0							
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling								
31 Golf	0		0	0	0	0		
32 Volleyball								
33 Total Men's Sport Revenue	1,616,856	1,928,134	1,875,519	2,107,098	2,730,382	3,412,618	25.0%	16.1%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	12,315	14,392	3,869	4,789	6,233	6,000	-3.7%	-13.4%
37 Game Guarantees	0	0	0	4,000	13,592	5,000		
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	11,645	13,460	8,310	5,884	6,740	3,250	-51.8%	-22.5%
41 Game Guarantees	5,000	15,000	14,000	20,000	44,000	40,000	-9.1%	51.6%
42 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
43 Track & Field/Cross Country	0	3,375	3,158	0	1,090	0		
44 Tennis	0	0	0	0	0	0		
45 Gymnastics								
46 Golf	0	0	0	0				
47 Soccer	0	0	0	0	4,000	5,000		
48 Softball								
49 Skiing								
50 Swimming	0	0	0	0	0			
51 Total Women's Sport Rev	28,961	46,227	29,337	34,673	75,655	59,250	-21.7%	15.4%
52 Total Revenue	12,162,726	12,179,968	12,705,437	14,013,075	14,909,338	16,367,417	9.8%	6.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Expenditures by Admin/Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
53 Administrative and General									
54	Athletic Director Office	710,283	813,976	990,936	969,157	912,330	1,394,460	52.8%	14.4%
55	Fund Raising Office	376,990	269,717	309,804	316,086	313,800	332,637	6.0%	-2.5%
56	Academics Support	265,112	256,306	189,314	139,842	125,552	172,956	37.8%	-8.2%
57	Media Relations	218,419	224,066	195,018	187,655	192,102	198,369	3.3%	-1.9%
58	Marketing and Promotions	148,638	113,371	160,798	157,666	206,379	234,031	13.4%	9.5%
59	Ticket Office	30,369	61,302	75,780	228,959	234,982	189,733	-19.3%	44.3%
60	Athletic Training Room	625,537	523,376	568,597	585,811	646,048	269,000	-58.4%	-15.5%
61	Memberships and Dues	415,144	412,144	406,768	414,258	415,780	534,100	28.5%	5.2%
62	Facilities Mtn & Debt Service	0	40,265	63,922	0	274,568	50,000		
63	Capital Improvements	537,515	57,276	13,203	37,321	20,789	18,500	-11.0%	-49.0%
64	NCAA/Special Event/Bowls	0	0	381,917	0	0	0		
65	Other Miscellaneous	734,177	658,233	627,543	661,496	604,904	1,294,165	113.9%	12.0%
66 Total Admin & General		4,062,184	3,430,032	3,983,600	3,698,251	3,947,234	4,687,951	18.8%	2.9%
67									
68 Men's Programs:									
69	Football	3,626,395	4,158,655	3,555,514	4,587,974	4,818,488	5,527,331	14.7%	8.8%
70	Basketball	1,107,745	1,229,641	1,184,482	1,377,144	1,432,234	1,341,428	-6.3%	3.9%
71	Track & Field/Cross Country	384,230	395,861	415,926	396,216	445,082	434,028	-2.5%	2.5%
72	Tennis	110,977	134,539	166,566	156,923	175,975	201,107	14.3%	12.6%
73	Baseball	0	0	0	0	0	0		
74	Wrestling	0	0	0	0	0	0		
75	Golf	179,376	169,331	179,069	198,443	179,966	214,094	19.0%	3.6%
76	Volleyball	0	0	0	0	0	0		
77	Rodeo	0	0	0	0	0	0		
78 Total Men's Programs		5,408,723	6,088,027	5,501,557	6,716,700	7,051,745	7,717,988	9.4%	7.4%
79									
80 Women's Programs									
81	Volleyball	565,890	582,484	574,067	607,615	660,292	733,774	11.1%	5.3%
82	Basketball	803,362	871,047	819,638	865,568	968,353	1,034,408	6.8%	5.2%
83	Track & Field/Cross Country	529,622	469,861	492,382	443,724	507,956	535,531	5.4%	0.2%
84	Tennis	138,986	211,775	170,545	216,623	196,635	243,193	23.7%	11.8%
85	Gymnastics	0	0	0	0	0	0		
86	Golf	207,810	197,558	209,922	225,705	227,095	247,217	8.9%	3.5%
87	Soccer	403,600	433,102	411,111	520,781	570,891	617,815	8.2%	8.9%
88	Softball	0	0	0	0	0	0		
89	Skiing	0	0	0	0	0	0		
90	Swimming	442,496	337,235	508,832	502,662	549,297	528,630	-3.8%	3.6%
91 Total Women's Programs		3,091,766	3,103,062	3,186,497	3,382,678	3,680,519	3,940,568	7.1%	5.0%
92									
93 Total Expenditures		12,562,673	12,621,121	12,671,654	13,797,629	14,679,498	16,346,507	11.4%	5.4%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Participants by Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football	107	108	102	112	112	107	-4.5%	0.0%
96	Basketball	16	17	15	14	14	17	21.4%	1.2%
97	Track & Field/Cross Country	43	45	38	43	43	41	-4.7%	-0.9%
98	Tennis	10	7	11	13	12	10	-16.7%	0.0%
99	Baseball								
100	Wrestling								
101	Golf	10	8	8	8	11	10	-9.1%	0.0%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	186	185	174	190	192	185	-3.6%	-0.1%
105	Women's Programs								
106	Volleyball	12	15	17	15	17	14	-17.6%	3.1%
107	Basketball	14	14	13	15	16	15	-6.3%	1.4%
108	Track & Field/Cross Country	34	44	40	40	45	42	-6.7%	4.3%
109	Tennis	11	12	10	12	10	7	-30.0%	-8.6%
110	Gymnastics								
111	Golf	6	7	8	8	9	9	0.0%	8.4%
112	Soccer	24	25	22	20	26	25	-3.8%	0.8%
113	Softball								
114	Skiing								
115	Swimming	25	24	25	25	25	26	4.0%	0.8%
116	Rodeo								
117	Total Female Participation	126	141	135	135	148	138	-6.8%	1.8%
118	Total Participants	312	326	309	325	340	323	-5.0%	0.7%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119 Men's Programs:									
120 Football		69.5	65.0	67.0	66.0	62.0	74.0	19.4%	1.3%
121 Basketball		10.0	12.0	11.0	11.0	11.0	13.0	18.2%	5.4%
122 Track & Field/Cross Country		4.0	5.0	6.0	6.0	4.0	7.0	75.0%	11.8%
123 Tennis			1.0	0.0	0.0	0.0	0.0		
124 Baseball									
125 Wrestling									
126 Golf			2.0	1.0	1.0	0.0	0.0		
127 Volleyball									
128 Subtotal		83.5	85.0	85.0	84.0	77.0	94.0	22.1%	2.4%
129 Women's Programs									
130 Volleyball		11.0	12.0	9.0	12.0	11.0	11.0	0.0%	0.0%
131 Basketball		14.0	11.0	14.0	13.0	13.0	13.0	0.0%	-1.5%
132 Track & Field/Cross Country		9.0	7.0	7.0	8.0	9.0	10.0	11.1%	2.1%
133 Tennis		6.0	7.0	8.0	8.0	5.0	7.0	40.0%	3.1%
134 Gymnastics									
135 Golf		4.0	6.0	5.0	4.0	5.0	3.0	-40.0%	-5.6%
136 Soccer		2.0	3.0	3.0	2.0	2.0	1.0	-50.0%	-12.9%
137 Skiing									
138 Softball									
139 Swimming		7.0	6.0	7.0	7.0	8.0	6.0	-25.0%	-3.0%
140 Subtotal		53.0	52.0	53.0	54.0	53.0	51.0	-3.8%	-0.8%
141 Total Scholarships		136.5	137.0	138.0	138.0	130.0	145.0	11.5%	1.2%
142 Partial Scholarships by Sport (FTE)									
143 Men's Programs:									
144 Football		0.60	6.14	5.89	8.48	10.34	3.70	-64.2%	43.9%
145 Basketball		1.99	0.00	1.61	0.74	0.00	0.00		-100.0%
146 Track & Field/Cross Country		8.21	6.67	6.40	5.19	7.98	3.83	-52.0%	-14.1%
147 Tennis		4.20	3.47	4.49	4.50	4.44	3.55	-20.0%	-3.3%
148 Baseball									
149 Wrestling									
150 Golf		4.10	2.33	3.12	3.51	3.70	3.11	-15.9%	-5.4%
151 Volleyball									
152 Rodeo									
153 Subtotal		19.10	18.61	21.51	22.42	26.46	14.19	-46.4%	-5.8%
154 Women's Programs									
155 Volleyball		0.00	0.00	1.40	0.00	1.00	1.00		
156 Basketball		0.00	1.08	0.46	1.01	0.62	0.00	-100.0%	
157 Track & Field/Cross Country		7.71	9.63	9.27	8.12	7.34	7.01	-4.5%	-1.9%
158 Tennis		0.00	0.50	0.00	0.00	3.00	0.00		
159 Gymnastics									
160 Golf		1.66	0.00	0.69	1.96	0.97	2.94	203.1%	12.1%
161 Soccer		11.36	8.82	9.48	10.38	10.77	12.56	16.6%	2.0%
162 Softball									
163 Skiing									
164 Swimming		5.94	5.03	6.35	6.47	4.04	6.46	59.9%	1.7%
165 Rodeo									
166 Subtotal		26.67	25.06	27.65	27.94	27.74	29.97	8.0%	2.4%
167 Total Scholarships		45.77	43.67	49.16	50.36	54.20	44.16	-18.5%	-0.7%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Revenues/Expend/Fund Balance							1 YR	Ave Ann
	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	% Chg	% Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	40,859	34,339	37,188	37,100	37,159	35,000	-5.8%	-3.0%
4 Game Guarantees								
5 Contributions	514,218	517,505	515,511	550,514	624,717	513,500	-17.8%	0.0%
6 NCAA/Conference/Tournaments								
7 TV/Radio/Internet Rights	6,300	5,900	8,800	6,350	5,700	5,000	-12.3%	-4.5%
8 Program/Novelty Sales,								
9 Concessions, Parking								
10 Royalty, Advertisement, Sponsorship								
11 Endowment/Investment Income								
12 Other								
13 Total Program Revenue	561,377	557,744	561,499	593,964	667,576	553,500	-17.1%	-0.3%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	605,197	504,117	463,657	427,581	416,796	500,000	20.0%	-3.7%
16 Student Activity Fees	294,890	292,440	319,920	331,329	386,450	375,000	-3.0%	4.9%
17 General Education Funds	831,880	844,675	817,036	783,656	762,186	852,100	11.8%	0.5%
18 GenEd Funds for Gender Eq.	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
19 Institutional Funds	126,500	126,500	126,500	126,500	126,500	126,500	0.0%	0.0%
20 Subtotal State/Inst. Support	958,380	971,175	943,536	910,156	888,686	978,600	10.1%	0.4%
21 Total Non-Program Revenue	1,858,467	1,767,732	1,727,113	1,669,066	1,691,932	1,853,600	9.6%	-0.1%
22 Subtotal Operating Revenue:	2,419,844	2,325,476	2,288,612	2,263,030	2,359,508	2,407,100	2.0%	-0.1%
23 Non-Cash Revenue								
24 Third Party Support	29,400	29,500	36,989	25,550	29,250	35,400	21.0%	3.8%
25 Indirect Institutional Support	151,604	162,004	184,702	159,528	160,123	170,700	6.6%	2.4%
26 Non-Cash Revenue								
27 Non-Resident Tuition Waivers	688,692	979,004	1,001,002	1,030,456	1,077,904	1,199,600	11.3%	11.7%
28 Subtotal Non-Cash Revenue	869,696	1,170,508	1,222,693	1,215,534	1,267,277	1,405,700	10.9%	10.1%
29 Total Revenue:	3,289,540	3,495,984	3,511,305	3,478,564	3,626,785	3,812,800	5.1%	3.0%
* Institutional gender equity for FY2008 thru FY2013 is reflected in line 27 Non-Resident Tuition Waivers as a result of the increased Athletic Fee Waivers approved by Board action on August 10, 2006								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	406,892	450,610	455,825	478,700	460,623	445,000	-3.4%	1.8%
34 Guarantees	18,131	31,247	56,567	36,963	37,555	48,500	29.1%	21.7%
35 Coaching Salary/Benefits	461,205	470,251	495,978	410,023	409,133	511,500	25.0%	2.1%
36 Admin Staff Salary/Benefits	275,516	257,402	212,584	235,815	266,289	245,000	-8.0%	-2.3%
37 Severance Payments								
38 Recruiting	38,229	25,905	33,810	41,703	32,122	40,000	24.5%	0.9%
39 Team Travel	251,739	231,311	232,572	286,549	299,834	304,000	1.4%	3.8%
40 Equipment, Uniforms and Supplies	159,211	133,200	139,711	178,779	154,149	156,650	1.6%	-0.3%
41 Game Expenses	72,188	75,964	83,699	62,707	66,101	71,850	8.7%	-0.1%
42 Fund Raising, Marketing, Promotion						1,500		
43 Direct Facilities/Maint/Rentals								
44 Debt Service on Facilities								
45 Spirit Groups								
46 Medical Expenses & Insurance	20,000	20,000	16,800	17,930	15,600	17,000	9.0%	-3.2%
47 Memberships & Dues								
48 NCAA/Bowls/World Series	605,644	497,730	495,660	458,361	429,826	480,000	11.7%	-4.5%
49 Other Operating Expenses	105,450	102,401	94,268	74,843	65,672	66,200	0.8%	-8.9%
50 Subtotal Operating Expenditures	2,414,205	2,296,021	2,317,474	2,282,373	2,236,903	2,387,200	6.7%	-0.2%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation								
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	151,604	162,004	184,702	159,528	160,123	170,700	6.6%	2.4%
55 Non-Cash Expense	29,400	29,500	36,989	25,550	29,250	35,400	21.0%	3.8%
56 Non-Resident Tuition Waivers	688,692	979,004	1,001,002	1,030,456	1,077,904	1,199,600	11.3%	11.7%
57 Subtotal Non-Cash Expenditures	869,696	1,170,508	1,222,693	1,215,534	1,267,277	1,405,700	10.9%	10.1%
58 Total Expenditures:	3,283,901	3,466,529	3,540,167	3,497,907	3,504,180	3,792,900	8.2%	2.9%
59								
60 Net Income/(deficit)	5,639	29,455	(28,862)	(19,343)	122,605	19,900	-83.8%	28.7%
61								
62 Ending Fund Balance 6/30	114,175	143,630	114,768	95,425	218,030	237,930	9.1%	15.8%
63								
64 Sport Camps & Clinics								
65 Camp Revenue	69,609	83,582	55,901	56,367	84,417	70,000	-17.1%	0.1%
66 Coach Compensation from Camp	19,500	17,450	18,675	15,500	24,296	20,000	-17.7%	0.5%
67 Camp Expenditures	39,814	45,027	33,252	29,922	27,096	40,000	47.6%	0.1%
68 Total Expenses	59,314	62,477	51,927	45,422	51,392	60,000	16.7%	0.2%
69 Net Income from Camps	10,295	21,105	3,974	10,945	33,025	10,000	-69.7%	-0.6%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
1	General Revenue:								
2	Student Fees	294,890	292,440	319,920	331,329	386,450	375,000	-3.0%	4.9%
3	Contributions	138,686	181,674	79,846	85,450	180,824	215,000	18.9%	9.2%
4	State Support	831,880	844,675	817,036	783,656	762,186	852,100	11.8%	0.5%
5	Institutional Gender Equity	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
6	Institutional Support	126,500	126,500	126,500	126,500	126,500	126,500	0.0%	0.0%
7	NCAA/Conference /World Series	605,197	504,117	463,657	427,581	416,796	500,000	20.0%	-3.7%
8	TV/Radio/Internet	6,300	5,900	8,800	6,350	5,700	5,000	-12.3%	-4.5%
9	Concessions/program/etc.								
10	Advertising/sponsorship/Royalty								
11	Endowments								
12	Special Events								
13	Other								
14	Total General Revenue	2,003,453	1,955,306	1,815,759	1,760,866	1,878,456	2,073,600	10.4%	0.7%
15	Revenue By Sport:								
16	Men's Programs:								
17	Football								
18	Ticket Sales								
19	Game Guarantees								
20	Other (Tourn/Bowl/Conf)								
21	Basketball								
22	Ticket Sales	8,989	7,555	8,181	8,162	8,175	7,700	-5.8%	-3.0%
23	Game Guarantees								
24	Contributions (Fundraising)	30,261	29,394	60,508	76,569	57,921	35,000	-39.6%	3.0%
25	Track & Field/Cross Country	17,333	18,729	28,118	24,997	27,536	25,000	-9.2%	7.6%
26	Tennis	17,180	24,183	28,315	20,326	5,360	11,000	105.2%	-8.5%
27	Baseball								
28	Ticket Sales	20,430	17,169	18,594	18,550	18,579	17,500	-5.8%	-3.0%
29	Contributions (Fundraising)	76,494	51,037	69,558	68,921	74,067	67,500	-8.9%	-2.5%
30	Wrestling								
31	Golf (Contributions & Fundraising)	15,018	16,038	12,594	15,840	16,385	10,000	-39.0%	-7.8%
32	Volleyball								
33	Total Men's Sport Revenue	185,705	164,105	225,868	233,365	208,023	173,700	-16.5%	-1.3%
34	Women's Programs								
35	Volleyball								
36	Ticket Sales	2,451	2,060	2,231	2,226	2,230	2,100	-5.8%	-3.0%
37	Game Guarantees								
38	Contributions (Fundraising)	39,033	40,769	35,556	43,445	45,317	35,000	-22.8%	-2.2%
39	Basketball								
40	Ticket Sales	8,989	7,555	8,181	8,162	8,175	7,700	-5.8%	-3.0%
41	Game Guarantees								
42	Contributions (Fundraising)	87,947	57,416	77,301	91,420	111,542	62,000	-44.4%	-6.8%
43	Track & Field/Cross Country	42,004	47,284	58,317	60,457	65,118	31,000	-52.4%	-5.9%
44	Tennis	26,330	35,264	37,473	30,337	10,491	12,000	14.4%	-14.5%
45	Gymnastics								
46	Golf (Contributions & Fundraising)	23,932	15,717	27,926	32,752	30,156	10,000	-66.8%	-16.0%
47	Soccer								
48	Softball								
49	Skiing								
50	Swimming								
51	Total Women's Sport Rev	230,686	206,065	246,985	268,799	273,029	159,800	-41.5%	-7.1%
52	Total Revenue	2,419,844	2,325,476	2,288,612	2,263,030	2,359,508	2,407,100	2.0%	-0.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Expenditures by Admin/Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
53	Administrative and General								
54	Athletic Director Office	395,358	350,040	318,686	318,775	353,690	403,032	14.0%	0.4%
55	Fund Raising Office	2,114	6,381	595	174	188	500	166.0%	-25.0%
56	Academic Support								
57	Media Relations								
58	Marketing and Promotions								
59	Ticket Office								
60	Athletic Training Room	53,614	52,083	46,440	29,232	33,677	42,100	25.0%	-4.7%
61	Memberships and Dues								
62	Facilities Mtn & Debt Service								
63	Capital Improvements								
64	NCAA/Special Event/Bowls								
65	Other Miscellaneous/World Series	605,644	497,730	495,660	458,361	429,826	480,000	11.7%	-4.5%
66	Total Admin & General	1,056,730	906,234	861,381	806,542	817,380	925,632	13.2%	-2.6%
67									
68	Men's Programs:								
69	Football								
70	Basketball	198,221	213,147	227,163	268,385	226,151	221,793	-1.9%	2.3%
71	Track & Field/Cross Country	56,957	45,480	59,148	59,036	57,959	54,605	-5.8%	-0.8%
72	Tennis	22,094	32,749	40,353	52,783	50,405	45,179	-10.4%	15.4%
73	Baseball	442,355	441,992	459,335	391,130	385,383	439,746	14.1%	-0.1%
74	Wrestling								
75	Golf	48,426	47,926	47,042	46,833	38,348	46,455	21.1%	-0.8%
76	Volleyball								
77	Rodeo								
78	Total Men's Programs	768,053	781,294	833,041	818,167	758,245	807,778	6.5%	1.0%
79									
80	Women's Programs								
81	Volleyball	186,354	199,757	209,998	227,731	203,421	201,525	-0.9%	1.6%
82	Basketball	249,124	229,567	234,090	229,988	256,048	253,835	-0.9%	0.4%
83	Track & Field/Cross Country	69,331	82,642	92,151	86,496	101,571	90,468	-10.9%	5.5%
84	Tennis	30,958	38,828	49,462	60,271	50,657	47,779	-5.7%	9.1%
85	Gymnastics								
86	Golf	53,655	57,699	37,351	53,178	49,580	60,183	21.4%	2.3%
87	Soccer								
88	Softball								
89	Skiing								
90	Swimming								
91	Total Women's Programs	589,422	608,493	623,052	657,664	661,277	653,790	-1.1%	2.1%
92									
93	Total Expenditures	2,414,205	2,296,021	2,317,474	2,282,373	2,236,903	2,387,200	6.7%	-0.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Participants by Sport		FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football								
96	Basketball	10	13	10	14	16	14	-12.5%	7.0%
97	Track & Field/Cross Country	16	17	18	14	24	26	8.3%	10.2%
98	Tennis	8	13	15	12	11	9	-18.2%	2.4%
99	Baseball	37	42	37	35	34	35	2.9%	-1.1%
100	Wrestling								
101	Golf	8	8	7	10	7	7	0.0%	-2.6%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	79	93	87	85	92	91	-1.1%	2.9%
105	Women's Programs								
106	Volleyball	13	17	16	17	17	16	-5.9%	4.2%
107	Basketball	11	11	11	12	12	13	8.3%	3.4%
108	Track & Field/Cross Country	15	23	23	20	27	32	18.5%	16.4%
109	Tennis	9	13	14	12	10	11	10.0%	4.1%
110	Gymnastics								
111	Golf	9	10	10	10	8	7	-12.5%	-4.9%
112	Soccer								
113	Softball								
114	Skiing								
115	Swimming								
116	Rodeo								
117	Total Female Participation	57	74	74	71	74	79	6.8%	6.7%
118	Total Participants	136	167	161	156	166	170	2.4%	4.6%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)								
119 Men's Programs:								
120 Football								
121 Basketball								
122 Track & Field/Cross Country								
123 Tennis								
124 Baseball								
125 Wrestling								
126 Golf								
127 Volleyball								
128 Subtotal	0.0	0.0	0.0	0.0	0.0	0.0		
129 Women's Programs								
130 Volleyball								
131 Basketball								
132 Track & Field/Cross Country								
133 Tennis								
134 Gymnastics								
135 Golf								
136 Soccer								
137 Skiing								
138 Softball								
139 Swimming								
140 Subtotal	0.0	0.0	0.0	0.0	0.0	0.0		
141 Total Scholarships	0.0	0.0	0.0	0.0	0.0	0.0		
142 Partial Scholarships by Sport (FTE)								
143 Men's Programs:								
144 Football								
145 Basketball	6.39	7.98	5.64	8.20	6.09	6.86	12.6%	1.4%
146 Track & Field/Cross Country	4.87	2.84	2.74	2.84	7.26	4.11	-43.4%	-3.3%
147 Tennis	1.98	2.22	1.87	0.70	1.59	1.67	5.0%	-3.3%
148 Baseball	11.54	10.95	9.83	9.05	8.76	10.03	14.5%	-2.8%
149 Wrestling								
150 Golf	2.53	1.69	1.55	2.80	2.28	2.17	-4.8%	-3.0%
151 Volleyball								
152 Rodeo								
153 Subtotal	27.31	25.68	21.63	23.59	25.98	24.84	-4.4%	-1.9%
154 Women's Programs								
155 Volleyball	6.06	5.43	2.96	2.70	2.65	3.96	49.4%	-8.2%
156 Basketball	6.70	4.41	4.77	3.61	4.57	4.81	5.3%	-6.4%
157 Track & Field/Cross Country	3.12	2.64	2.98	4.92	9.23	4.58	-50.4%	8.0%
158 Tennis	1.67	2.18	1.36	1.65	1.66	1.70	2.4%	0.4%
159 Gymnastics								
160 Golf	1.43	1.84	1.00	1.81	2.36	1.69	-28.4%	3.4%
161 Soccer								
162 Softball								
163 Skiing								
164 Swimming								
165 Rodeo								
166 Subtotal	18.98	16.50	13.07	14.69	20.47	16.74	-18.2%	-2.5%
167 Total Scholarships	46.29	42.18	34.70	38.28	46.45	41.58	-10.5%	-2.1%

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report

BACKGROUND/ DISCUSSION

In FY97, the Board adopted an annual report on the compensation of the employees of the Intercollegiate Athletic Departments. The report details the contracted salary received by administrators and coaches, bonuses, additional compensation, and perquisites, if applicable. The reports, by institution, report FY03 actual compensation and FY04 estimated compensation (Reference pages 73-88).

The Athletics Compensation report details the contracted salary received by administrators and coaches, bonuses, additional compensation, and perquisites, if applicable. The reports, by institution, include FY 2012 actual compensation and FY 2013 estimated compensation.

IMPACT

Reports athletic employee compensation for FY12 (actual) and FY13 (estimated).

ATTACHMENTS

Attachment 1 - Boise State University	FY12 Actual	Pages 3-5
	FY13 Estimate	Pages 6-8
Attachment 2 - Idaho State University	FY12 Actual	Pages 9-10
	FY13 Estimate	Pages 11-12
Attachment 3 - University of Idaho	FY12 Actual	Pages 13-14
	FY13 Estimate	Pages 15-16
Attachment 4 - Lewis-Clark State College	FY12 Actual	Pages 17-18
	FY13 Estimate	Pages 19-20

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the Chief Executive Officer of each institution the appointing authority for all athletic department positions, except multi-year contracts for head coaches and athletic directors.

BOARD ACTION

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

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Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation					Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding	
		Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other**	Club Mbership	Car	Other	Program Revenue			All Other	
Athletic Administration																
Andy Atkinson	Director, Ath Info & Digital Tech	1.000	65,500	0	0	0	0	0	0	No	No	No	No		65,500	-
* Anita Guerricabeitia	Asst AD - Tkt Operations	0.835	55,161	0	0	0	0	0	0	No	No	No	No		55,161	-
Ashlee Anderson-Ching	Dir,Student-Ath Enhancement Prog	1.000	46,384	0	0	0	0	0	0	No	No	No	No	46,384	-	-
Robert Carney	Interim Exec Dir, Press Box & Sky Suite	1.000	58,906	0	0	0	0	0	0	No	No	No	No		58,906	-
Bob Madden	Assoc AD, Development	1.000	104,500	0	0	0	0	0	0	No	Yes	No	No		104,500	-
Brandon Voigt	Asst Athletic Trainer	1.000	37,544	0	0	0	0	0	0	No	No	No	No	37,544	-	-
Brent Moore	Director, Special Events	1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-
Christina Van Tol	Sr. Assoc AD - SWA	1.000	95,015	0	0	2,500	0	0	0	No	Yes	No	No		95,015	2,500
Curt Apsey	Sr. Assoc AD, Advancement	1.000	150,010	0	0	2,500	0	0	0	Yes	Yes	No	No		150,010	2,500
Cynthia Rice	Senior Business Manager	1.000	56,202	0	0	0	0	0	0	No	No	No	No	46,072	10,130	-
Dale Holste	Dir, Athletic Equipment Operations	1.000	57,013	6,372	0	2,000	0	0	0	No	No	No	No		57,013	8,372
Doug Link	Asst Sports Info Director	1.000	41,143	0	0	0	0	0	0	No	No	No	No		41,143	-
Elizabeth Johnson	Asst Ticket Manager	1.000	35,631	0	0	0	0	0	0	No	No	No	No		35,631	-
Eric Kile	Academic Advisor	1.000	39,375	0	0	0	0	0	0	No	No	No	No	39,375	-	-
Eric Thorpe	Dir, Game Operations/Events	1.000	42,620	0	0	0	0	0	0	No	No	No	No		42,620	-
Gabe Rosenvall	Asst AD, Student Services	1.000	55,516	0	0	2,000	4,000	0	0	No	No	No	No	55,516	4,000	2,000
+ Gene Bleymaier			266,116	0	0	0	20,000	86,446	0	No	No	No	Yes		372,562	-
Mark Coyle	Executive Director, Athletics	1.000	325,000	0	0	0	0	0	0	Yes	Yes	No	Yes		325,000	-
Gregory Vaughn	Coordinator, Video Services	1.000	45,012	0	0	0	0	0	0	No	No	No	No		45,012	-
Heather Little	Student Ins/HR Coord, Athletics	1.000	38,501	0	0	0	0	0	0	No	No	No	No		38,501	-
Ikechi Ukaegbu	Director, NCAA Compliance Education	1.000	58,012	0	0	0	0	0	0	No	No	No	No		58,012	-
James Spooner	Asst Athletic Trainer	1.000	40,020	0	0	0	0	0	0	No	No	No	No	40,020	-	-
Jeff Jones	Asst Coach, Strength	1.000	33,301	0	0	0	0	0	0	No	No	No	No	33,301	-	-
Jennifer Bellomy	Director, NCAA Compliance Monitoring	1.000	53,040	0	0	0	0	0	0	No	No	No	No		53,040	-
Jentry Walsh	Event Coordinator	1.000	35,631	0	0	0	0	0	0	No	No	No	No		35,631	-
Jessica Perretta	Academic Advisor	1.000	36,005	0	0	0	0	0	0	No	No	No	No	36,005	-	-
Joe Nickell	Sports Information Director	1.000	43,098	0	0	0	0	0	0	No	No	No	No		43,098	-
Jolenne Dimeo	Facility Operations Supervisor	1.000	52,271	0	0	0	0	0	0	No	No	No	No		52,271	-
Jonathan Broders	Development Specialist	1.000	35,631	0	0	0	0	0	0	No	No	No	No		35,631	-
* Julie Stevens	Head Cheerleader/Dance Team Coach	0.384	15,351	0	0	0	0	0	0	No	No	No	No		15,351	-
Kathryn Ham	Asst Athletic Trainer	1.000	35,631	0	0	0	0	0	0	No	No	No	No	-	35,631	-
Keila Mintz	Accountant	1.000	39,188	0	0	0	0	0	0	No	No	No	No	39,188	-	-
Keita Shimada	Asst Athletic Trainer	1.000	35,631	0	0	0	0	0	0	No	No	No	No		35,631	-
Lauren Rodgers	Asst Athletic Trainer	1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-
+ Lori Hays	Asst AD/Oper & Event Mgt	1.000	51,272	0	0	0	0	0	0	No	No	No	No		51,272	-
Marc Paul	Asst AD/Athletic Trainer	1.000	72,010	0	0	2,000	0	0	0	No	No	No	No		72,010	2,000
Matthew Beckman	Asst AD, Mktg & Promotions	1.000	63,004	0	0	0	0	0	0	No	No	No	No		63,004	-
Matthieu Gaudry	Director, Fan Development & Strategies	1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-
Max Corbet	Asst AD, Media Relations	1.000	55,661	0	0	0	0	0	0	No	No	No	No		55,661	-
Michelle Smith	Asst Sports Info Director	1.000	37,336	0	0	0	0	0	0	No	No	No	No	37,336	-	-
Michael McDonald	Asst Coach, Strength	1.000	27,020	0	0	0	0	0	0	No	No	No	No		27,020	-
Mike Sumpter	Assoc AD/Operations	1.000	81,661	0	0	2,500	0	0	0	No	Yes	No	No		81,661	2,500
Mike Waller	Assoc AD/Administration	1.000	93,351	0	0	2,500	0	0	0	No	Yes	No	No		93,351	2,500
Natalie Keffer	Exec Asst to Athletic Director	1.000	43,098	0	0	0	0	0	0	No	No	No	No		43,098	-
Nicole Gamez	Assoc AD - Finance	1.000	85,010	0	0	2,500	0	0	0	No	Yes	No	No		85,010	2,500
* Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	0	0	0	0	No	No	No	No		35,007	-
Raul Ibarra	Director, Team Operations	1.000	41,205	0	0	0	0	0	0	No	No	No	No		41,205	-
Rhonda McFarland	Senior Business Manager	1.000	64,064	0	0	0	0	0	0	No	No	No	No		64,064	-
Ron Dibelius	Asst to the AD, Major Gifts	1.000	56,660	0	0	0	0	0	0	No	Yes	No	No		56,660	-
Ryan Becker	Marketing/Promotions Coord	1.000	35,631	0	0	0	0	0	0	No	No	No	No		35,631	-
Scott Duncan	Facility Maintenance Supervisor	1.000	39,416	0	0	0	0	0	0	No	No	No	No		39,416	-
Shaela Priaulx-Soho	Ticket Manager	1.000	46,010	0	0	0	0	0	0	No	No	No	No		46,010	-

Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding	
			Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other**	Club Mbership	Car	Other			Program Revenue	All Other
	Steve Schulz		Assoc Coach, Strength & Cond	1.000	43,618	0	0	0	0	No	No	No	No		43,618	-
	Taylor Little	1.000	Video Services Coordinator	35,631	0	0	0	0	0	No	No	No	No		35,631	-
	TBD	1.000	Academic Advisor	39,375	0	0	0	0	0	No	No	No	No	39,375	-	-
*	TBD	0.610	Assoc Director, BAA	51,856	0	0	0	0	0	No	No	No	No		51,856	-
	TBD	1.000	Exec Dir, Press Box/Sky Suite	62,005	0	0	0	0	0	No	No	No	No		62,005	-
	Thomas Dutcher	1.000	Coordinator, Game Ops & Championships	34,508	0	0	0	0	0	No	No	No	No		34,508	-
	Tim Socha	1.000	Head Coach, Strength	103,751	15,659	0	2,000	0	3,000	No	Yes	No	No		106,751	17,659
	Tyler Smith	1.000	Assoc Athletic Trainer	41,829	0	0	0	0	0	No	No	No	No	41,829	-	-
Men's Sports																
Football																
#	Chris Petersen	1.000	Head Coach	1,149,466	0	4,000	20,000	35,000	0	No	Yes	No	Yes		1,204,466	4,000
	Jonathan Smith	1.000	Assistant Coach	210,330	0	2,000	0	0	0	No	Yes	No	No		210,330	2,000
	Pete Kwiatkowski	1.000	Assistant Coach	285,480	13,690	2,000	5,000	3,000	0	No	Yes	No	No		293,480	15,690
	Chris Strausser	1.000	Assistant Coach	257,026	14,878	2,000	5,000	3,000	0	No	Yes	No	No		265,026	16,878
	Bob Gregory	1.000	Assistant Coach	242,050	14,856	2,000	5,000	3,000	0	No	Yes	No	No		250,050	16,856
	Robert Prince	1.000	Assistant Coach	285,480	15,021	2,000	0	3,000	0	No	Yes	No	No		288,480	17,021
	Andrew Avalos	1.000	Assistant Coach	133,308	0	2,000	0	0	0	No	Yes	No	No		133,308	2,000
	Scott Huff	1.000	Assistant Coach	174,367	15,248	2,000	5,000	3,000	0	No	Yes	No	No		182,367	17,248
	James Lake	1.000	Assistant Coach	207,085	0	2,000	0	0	0	No	Yes	No	No		207,085	2,000
	Keith Bhonapha	1.000	Assistant Coach	133,308	15,215	2,000	5,727	0	0	No	Yes	No	No		139,035	17,215
	Louis Major	1.000	Director, Football Operations	52,520	6,011	2,000	0	3,000	0	No	No	No	No		55,520	8,011
	Richard Rasmussen	1.000	Director, Player Personnel	60,008	0	0	0	0	0	No	No	No	No		60,008	-
	Marshall Malchow	1.000	Asst Director, Player Personnel	36,317	0	0	0	0	0	No	No	No	No		36,317	-
	Brad Larrondo	1.000	Asst Athletic Director, Football	62,504	15,656	2,000	0	3,000	0	No	No	No	No		65,504	17,656
Basketball																
	Leon Rice	1.000	Head Coach	430,020	0	10,000	0	0	0	Yes	Yes	No	Yes		430,020	10,000
	David Wojcik	1.000	Associate Head Coach	125,009	0	4,000	0	0	0	No	Yes	No	No		125,009	4,000
	Jeff Linder	1.000	Assistant Coach	90,014	0	2,000	0	3,000	0	No	Yes	No	No		93,014	2,000
	John Rillie	1.000	Assistant Coach	60,511	9,448	2,000	0	0	0	No	Yes	No	No		60,511	11,448
	Philip Cobbina	1.000	Director, Men's BB Operations	35,726	0	2,000	0	0	0	No	No	No	No	35,726	-	2,000
Wrestling																
	Greg Randall	1.000	Head Coach	69,576	3,022	1,500	0	11,000	0	No	Yes	No	No	53,269	16,307	4,522
	Chris Owens	1.000	Assistant Coach	42,495	10,821	0	0	1,000	0	No	No	No	No	42,495	1,000	10,821
	Kirk White	1.000	Assistant Coach	30,888	10,821	0	0	1,000	0	No	No	No	No	30,888	1,000	10,821
Golf																
	Kevin Burton	1.000	Head Coach	40,893	0	1,500	0	0	0	Yes	Yes	No	No	40,893	-	1,500
Tennis																
	Greg Patton	1.000	Head Coach	98,072	0	1,500	0	8,000	0	No	Yes	No	No		106,072	1,500
	Clancy Shields	1.000	Assistant Coach	28,018	25,193	0	0	0	0	No	No	No	No	28,018	-	25,193
Men/Women's Track & Field																
	JW Hardy	1.000	Head Coach	85,010	0	4,000	3,600	7,000	0	No	Yes	No	Yes		95,610	4,000
	Jeff Petersmeyer	1.000	Assistant Coach	53,020	1,023	0	2,200	1,000	0	No	No	No	No	53,020	3,200	1,023
	Kelly Watson	1.000	Assistant Coach	32,012	1,021	0	2,200	1,000	0	No	No	No	No	32,012	3,200	1,021
	Keith Vance	1.000	Assistant Coach	31,013	1,023	0	2,200	1,000	0	No	No	No	No		34,213	1,023
	Brad Wick	1.000	Assistant Coach	28,018	1,689	0	2,200	2,000	0	No	No	No	No	28,018	4,200	1,689

Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		
		Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other**	Club Mbership	Car	Other			Program Revenue	All Other	
Women's Sports																
Basketball																
Gordon Presnell	Head Coach	1.000	180,004	0	0	7,500	0	0	0	No	Yes	No	Yes		180,004	7,500
Benjamin Finkbeiner	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	60,010	-	-
Calamity McEntire	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	55,019	4,991	-
Heather Sower	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	54,872	5,138	-
Cariann Ramirez	Dir, Women's BB Operations	1.000	39,505	0	0	0	0	0	0	No	No	No	No	39,505	-	-
Soccer																
Steve Lucas	Head Coach	1.000	52,442	0	0	2,000	0	0	0	No	Yes	No	No	52,442	-	2,000
Mark Hiemenz	Assistant Coach	1.000	36,911	0	0	0	0	0	0	No	No	No	No	36,911	-	-
Madison Collins	Assistant Coach	1.000	23,685	0	0	0	0	0	0	No	No	No	No		23,685	-
Volleyball																
Shawn Garus	Head Coach	1.000	82,520	13,989	0	3,500	0	1,500	0	Yes	Yes	No	Yes		84,020	17,489
Skydra Orzen	Assistant Coach	1.000	30,005	0	0	0	0	0	0	No	No	No	No		30,005	-
Candy Murphy	Assistant Coach	1.000	45,018	8,410	0	0	0	0	0	No	No	No	No	36,014	9,004	8,410
Gymnastics																
Neil Resnick	Co-Head Coach	1.000	60,008	16,068	0	2,000	0	4,000	0	Yes	Yes	No	No	60,008	4,000	18,068
Tina Bird	Co-Head Coach	1.000	60,008	6,911	0	2,000	0	4,000	0	No	Yes	No	No		64,008	8,911
Patti Murphy	Assistant Coach	1.000	32,636	3,762	0	0	0	1,000	0	No	No	No	No	28,621	5,015	3,762
Tennis																
@ Sherman Roghaar	Head Coach	1.000	37,004	12,870	0	1,500	0	2,000	0	No	Yes	No	No	37,004	2,000	14,370
Catrina Thompson	Assistant Coach	1.000	28,018	8,074	0	0	0	0	0	No	No	No	No	28,018	-	8,074
Golf																
Nicole Bird	Head Coach	1.000	38,293	0	0	1,500	0	0	0	Yes	Yes	No	No	38,293	-	1,500
Softball																
Erin Thorpe	Head Coach	1.000	52,458	3,490	0	2,000	0	0	0	No	Yes	No	No	52,458	-	5,490
TBD	Assistant Coach	1.000	35,215	0	0	0	0	0	0	No	No	No	No	35,215	-	-
Shelly Prochaska	Assistant Coach	1.000	23,671	6,016	0	0	0	0	0	No	No	No	No		23,671	6,016
Swimming																
Kristin Hill	Head Coach	1.000	60,008	2,509	0	2,000	0	7,000	0	Yes	Yes	No	No	60,008	7,000	4,509
Justin Brosseau	Assistant Coach	1.000	37,503	2495	0	0	0	1,000	0	No	No	No	No	37,503	1,000	2,495
David Legler	Assistant Coach	1.000	32,012	0	0	0	0	1,000	0	No	No	No	No		33,012	-

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

+ Employee is on paid administrative leave.

++ BSU considers coaches 'total salary' equal to the base salary plus the media salary. Annualized change percentage on this spreadsheet reflects the change in 'total salary'.

Coach Petersen's base salary reflects actual paid in fiscal year 2012. His contract dates are 2/1/2011-1/31/2012.

@ Sherman Roghaar earned the winning performance bonus while an assistant coach for men's tennis. He was hired as our women's tennis head coach mid-year

Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		Base Salary Annualized Change	Comments		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other				
Athletic Administration																			
Andy Atkinson	Director, Ath Info & Digital Tech	1.000	66,831	0	0	0	0	0	No	No	No	No		66,831	-		2%		
* Anita Guerricabettia	Asst AD - Tkt Operations	0.835	56,273	0	0	0	0	0	No	No	No	No		56,273	-		2%		
Ashlee Anderson-Ching	Dir,Student Ath Enhancement Prog	1.000	47,320	0	0	250	0	0	No	No	No	No		47,320	-	250	2%		
Robert Carney	Asst AD, Operations	1.000	60,092	0	0	0	0	0	No	No	No	No			60,092	-		2%	
* Bob Madden	Assoc AD, Development	0.690	73,554	0	0	0	0	0	No	Yes	No	No			73,554	-		2%	
Brandon Voigt	Asst Athletic Trainer	1.000	38,314	0	0	0	0	0	No	No	No	No		38,314	-	-	2%		
Brent Moore	Director, Donor Relations and Events	1.000	45,844	0	0	0	0	0	No	No	No	No			45,844	-		15%	Add'l duties
Christina Van Tol	Sr. Assoc AD - SWA	1.000	96,928	0	0	2,500	0	0	No	Yes	No	No			96,928	2,500		2%	
Christopher Mackay	Asst Coach, Strength & Conditioning	1.000	27,560	0	0	750	0	0	No	No	No	No			27,560	750		New	
Christopher Mitchell	Coordinator, Video Services	1.000	39,208	0	0	0	0	0	No	No	No	No			39,208	-		New	
Curt Apsey	Sr. Assoc AD, Advancement	1.000	153,026	0	0	2,500	0	0	Yes	Yes	No	No			153,026	2,500		2%	
Cynthia Rice	Senior Business Manager	1.000	57,346	0	0	200	0	0	No	No	No	No		57,346	-	200	2%		
Dale Holste	Dir, Athletic Equipment Operations	1.000	58,157	6,000	0	2,000	0	0	No	No	No	No			58,157	8,000		2%	
David Kinard	Assoc Director, Development	1.000	80,018	0	0	1,000	0	0	No	Yes	No	No			80,018	1,000		New	
Doug Link	Asst Sports Info Director	1.000	41,975	0	0	500	0	0	No	No	No	No			41,975	500		2%	
Elizabeth Johnson	Asst Ticket Manager	1.000	36,359	0	0	0	0	0	No	No	No	No			36,359	-		2%	
Eric Kile	Academic Advisor	1.000	40,165	0	0	250	0	0	No	No	No	No		40,165	-	250	2%		
Resumed original																			
Eric Thorpe	Dir, Game Operations/Events	1.000	36,317	0	0	0	0	0	No	No	No	No			36,317	-		-15%	duties
Gabe Rosenvall	Asst AD, Student Services	1.000	68,516	0	0	2,000	4,000	0	No	No	No	No		68,516	4,000	2,000		23%	Program success
Heather Little	Student Ins/HR Coord, Athletics	1.000	45,012	0	0	400	0	0	No	No	No	No			45,012	400		17%	Add'l duties
Ikechi Ukaegbu	Director, NCAA Compliance Education	1.000	59,176	0	0	200	0	0	No	No	No	No		59,176	-	200	2%		
James Spooner	Asst Athletic Trainer	1.000	40,831	0	0	0	0	0	No	No	No	No		40,831	-	-	2%		
Jeffrey Bourque	Asst Coach, Strength & Conditioning	1.000	34,508	0	0	750	0	0	No	No	No	No			34,508	750		New	
Jennifer Bellomy	Asst Director, NCAA Compliance	1.000	54,101	0	0	200	0	0	No	No	No	No			54,101	200		2%	
Jentry Walsh	Event Coordinator	1.000	36,359	0	0	0	0	0	No	No	No	No			36,359	-		2%	
Jessica Perretta	Academic Advisor	1.000	36,733	0	0	250	0	0	No	No	No	No		36,733	-	250	2%		
Joe Nickell	Sports Information Director	1.000	43,972	0	0	500	0	0	No	No	No	No			43,972	500		2%	
Jolenne Dimeo	Facility Operations Supervisor	1.000	53,332	0	0	0	0	0	No	No	No	No			53,332	-		2%	
* Julie Stevens	Head Dance Coach	0.384	15,662	0	0	0	0	0	No	No	No	No			15,662	-		2%	
Kathy Harris	Auction coordinator	1.000	40,020	0	0	0	0	0	No	No	No	No			40,020	-		New	
Kathryn Ham	Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	No	No	No	No		-	36,359	-		2%	
Keila Mintz	Accountant	1.000	39,978	0	0	200	0	0	No	No	No	No		39,978	-	200	2%		
Keita Shimada	Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	No	No	No	No			36,359	-		2%	
Lauren Rodgers	Asst Athletic Trainer	1.000	35,610	0	0	0	0	0	No	No	No	No			35,610	-		2%	
Marc Paul	Asst AD/Athletic Trainer	1.000	73,466	0	0	2,000	0	0	No	No	No	No			73,466	2,000		2%	
Mark Coyle	Executive Director, Athletics	1.000	331,500	0	0	1,000	10,000	0	20,000	Yes	Yes	No	Yes		361,500	1,000		2%	
Matthew Beckman	Asst AD, Mktg & Promotions	1.000	64,272	0	0	0	0	0	No	No	No	No			64,272	-		2%	
Matthieu Gaudry	Director, Fan Development & Strategies	1.000	40,831	0	0	0	0	0	No	No	No	No			40,831	-		2%	
Max Corbet	Asst AD, Media Relations	1.000	56,784	0	0	1,000	0	0	No	No	No	No			56,784	1,000		2%	
Michael McDonald	Asst Coach, Strength & Cond	1.000	40,810	0	0	750	0	0	No	No	No	No		40,810	-	750	51%	Elevated to new posn	
Michael Walsh	Asst Sports Info Director	1.000	35,610	0	0	500	0	0	No	No	No	No			35,610	500		New	
Michelle Smith	Asst Sports Info Dir/Website Coord	1.000	38,085	0	0	500	0	0	No	No	No	No		38,085	-	500	2%		
Mike Sumpter	Assoc AD, Operations	1.000	83,304	0	0	2,500	0	0	No	Yes	No	No			83,304	2,500		2%	
Mike Waller	Asst AD, Administration	1.000	67,018	0	0	1,000	0	0	No	Yes	No	No			67,018	1,000		-28%	Duties re-assigned
Natalie Keffer	Director, Athletic Relations	1.000	50,004	0	0	200	0	0	No	No	No	No			50,004	200		16%	Promotion
Nicole Gamez	Assoc AD, Finance	1.000	86,716	0	0	1,000	0	0	No	Yes	No	No			86,716	1,000		2%	
* Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	0	0	0	No	No	No	No			35,007	-		0%	
Raul Ibarra	Director, Team Operations	1.000	42,037	0	0	0	0	0	No	No	No	No			42,037	-		2%	
Rhonda McFarland	Senior Business Manager	1.000	65,354	0	0	200	0	0	No	No	No	No			65,354	200		2%	
Scott Duncan	Facility Maintenance Supervisor	1.000	40,207	0	0	0	0	0	No	No	No	No			40,207	-		2%	
Shaela Prialux-Soho	Ticket Manager	1.000	46,946	0	0	0	0	0	No	No	No	No			46,946	-		2%	
Steve Schulz	Assoc Coach, Strength & Cond	1.000	44,492	0	0	750	0	0	No	No	No	No			44,492	750		2%	
Taylor Little	Video Services Coordinator	1.000	40,914	0	0	0	0	0	No	No	No	No			40,914	-		15%	Add'l Duties
Sara Swanson	Academic Advisor	1.000	36,733	0	0	250	0	0	No	No	No	No		36,733	-	250	New		
TBD	Development Specialist	1.000	36,359	0	0	0	0	0	No	No	No	No			36,359	-		2%	
TBD	Asst AD/Oper & Event Mgt	1.000	52,312	0	0	0	0	0	No	No	No	No			52,312	-		2%	
TBD	Exec Dir, Press Box/Sky Suite	1.000	63,253	0	0	0	0	0	No	No	No	No			63,253	-		2%	
TBD	Marketing/Promotions Coord	1.000	36,359	0	0	0	0	0	No	No	No	No			36,359	-		2%	
Tim Socha	Head Coach, Strength	1.000	136,552	7,800	0	2,000	0	13,655	3,000	No	Yes	No	No		153,207	9,800		32%	Contract
Tyler Smith	Assoc Athletic Trainer	1.000	42,682	0	0	0	0	0	No	No	No	No		42,682	-	-	2%		

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Boise State University

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			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other		
Men's Sports																		
Football																		
#	Chris Petersen	Head Coach	1.000	1,369,528	0	250,000	3,500	20,000	75,000	35,000	No	Yes	No	Yes		1,749,528	3,500	19% Contract
	Jonathan Smith	Assistant Coach	1.000	226,096	7,800	0	2,000	2,000	22,610	3,000	No	Yes	No	No		253,706	9,800	7% Contract
	Pete Kwiatkowski	Assistant Coach	1.000	306,904	7,800	0	2,000	2,000	30,690	3,000	No	Yes	No	No		342,594	9,800	8% Contract
	Chris Strausser	Assistant Coach	1.000	288,600	7,800	0	2,000	2,000	28,860	3,000	No	Yes	No	No		322,460	9,800	12% Contract
	Bob Gregory	Assistant Coach	1.000	288,600	7,800	0	2,000	2,000	28,860	3,000	No	Yes	No	No		322,460	9,800	19% Contract
	Robert Prince	Assistant Coach	1.000	306,904	7,800	0	2,000	2,000	30,690	3,000	No	Yes	No	No		342,594	9,800	8% Contract
	Andy Avalos	Assistant Coach	1.000	135,991	7,800	0	2,000	2,000	13,599	3,000	No	Yes	No	No		154,590	9,800	New Contract
	Scott Huff	Assistant Coach	1.000	235,456	7,800	0	2,000	2,000	23,546	3,000	No	Yes	No	No		264,002	9,800	35% Contract
	James Lake	Assistant Coach	1.000	240,178	7,800	0	2,000	2,000	24,018	3,000	No	Yes	No	No		269,196	9,800	16% Contract
	Keith Bhonapha	Assistant Coach	1.000	143,312	7,800	0	2,000	2,000	14,331	3,000	No	Yes	No	No		162,643	9,800	8% Contract
	Louis Major	Director, Football Operations	1.000	63,004	7,800	0	2,000	2,000	6,300	3,000	No	No	No	No		74,304	9,800	20% Contract
	Richard Rasmussen	Director, Player Personnel	1.000	60,008	0	0	2,000	2,000	6,001	3,000	No	No	No	No		71,009	2,000	0% Contract
	Marshall Malchow	Director, Player Personnel	1.000	36,317	0	0	500	2,000	3,632	3,000	No	No	No	No		44,949	500	0% Contract
	Brad Larrondo	Asst Athletic Director, Football	1.000	65,000	7,800	0	2,000	0	6,500	3,000	No	No	No	No		74,500	9,800	4% Contract
Basketball																		
	Leon Rice	Head Coach	1.000	438,610	0	0	10,000	4,000	5,000	0	Yes	Yes	No	Yes		447,610	10,000	2%
	David Wojcik	Associate Head Coach	1.000	127,515	0	0	2,500	1,000	1,000	0	No	Yes	No	No		129,515	2,500	2%
	Jeff Linder	Assistant Coach	1.000	91,831	0	0	2,500	1,000	1,000	0	No	Yes	No	No		93,831	2,500	2%
	John Rillie	Assistant Coach	1.000	61,722	2,100	0	2,500	1,000	1,000	0	No	Yes	No	No		63,722	4,600	2%
	Philip Cobbina	Director, Men's BB Operations	1.000	36,457	2,100	0	2,500	500	500	0	No	No	No	No	36,457	1,000	4,600	2%
Wrestling																		
	Greg Randall	Head Coach	1.000	70,970	575	0	1,500	1,400	0	0	No	Yes	No	No	70,970	1,400	2,075	2%
	Chris Owens	Assistant Coach	1.000	43,348	2,100	0	0	900	0	0	No	No	No	No	43,348	900	2,100	2%
	Kirk White	Assistant Coach	1.000	31,512	2,100	0	0	900	0	0	No	No	No	No	31,512	900	2,100	2%
Golf																		
	Kevin Burton	Head Coach	1.000	44,242	0	0	1,500	1,400	0	0	Yes	Yes	No	No	41,725	3,917	1,500	8% Market
Tennis																		
	Greg Patton	Head Coach	1.000	100,048	0	0	1,500	1,400	5,000	2,000	No	Yes	No	No		108,448	1,500	2%
	Clancy Shields	Assistant Coach	1.000	28,580	19,000	0	0	900	1,750	0	No	No	No	No	28,580	2,650	19,000	2%
Men/Women's Track & Field																		
	JW Hardy	Head Coach	1.000	86,710	0	0	4,000	1,400	5,000	2,000	No	Yes	No	Yes		95,110	4,000	2%
	Jeff Petersmeyer	Assistant Coach	1.000	54,101	0	0	0	900	0	0	No	No	No	No	54,101	900	-	2%
	Kelly Watson	Assistant Coach	1.000	32,656	0	0	0	0	900	0	No	No	No	No	32,656	900	-	2%
	Keith Vance	Assistant Coach	1.000	31,637	0	0	0	0	900	0	No	No	No	No		32,537	-	2%
	Brad Wick	Assistant Coach	1.000	28,580	0	0	0	0	900	0	No	No	No	No	28,580	900	-	2%

Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		Base Salary Annualized Change	Comments	
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other			
Women's Sports																		
Basketball																		
Gordon Presnell	Head Coach	1.000	183,602	0	0	7,500	5,000	3,000	0	No	Yes	No	Yes		191,602	7,500	2%	
Benjamin Finkbeiner	Assistant Coach	1.000	70,011	0	0	0	1,000	1,000	0	No	Yes	No	No	70,011	2,000	-	17% Market	
Cody Butler	Assistant Coach	1.000	60,010	0	0	0	1,000	1,000	0	No	Yes	No	No	60,010	2,000	-	New	
Heather Sower	Assistant Coach	1.000	61,221	0	0	0	1,000	1,000	0	No	Yes	No	No	61,221	2,000	-	2%	
Cariann Ramirez	Dir, Women's BB Operations	1.000	40,299	0	0	0	500	500	0	No	No	No	No	40,299	1,000	-	2%	
Soccer																		
Steve Lucas	Head Coach	1.000	53,511	0	0	2,000	1,400	0	0	No	Yes	No	No	53,511	1,400	2,000	2%	
TBD	Assistant Coach	1.000	37,666	0	0	0	0	0	0	No	No	No	No	37,666	-	-	-4% Coach vacated posn	
Madison Collins	Assistant Coach	1.000	24,167	0	0	0	900	0	0	No	No	No	No		25,067	-	2%	
Volleyball																		
Shawn Garus	Head Coach	1.000	86,712	19,000	0	3,500	1,500	1,500	0	Yes	Yes	No	Yes		89,712	22,500	5% Market	
Allisha Young	Assistant Coach	1.000	24,012	0	0	0	900	750	0	No	No	No	No		25,662	-	New	
Candy Murphy	Assistant Coach	1.000	45,936	11,500	0	0	900	750	0	No	No	No	No	45,936	1,650	11,500	2%	
Gymnastics																		
Neil Resnick	Co-Head Coach	1.000	66,228	4,700	0	2,000	1,400	3,500	0	Yes	Yes	No	No	66,228	4,900	6,700	10% Program success	
Tina Bird	Co-Head Coach	1.000	61,215	4,700	0	2,000	1,400	3,500	0	No	Yes	No	No		66,115	6,700	2%	
Patti Murphy	Assistant Coach	1.000	36,005	4,700	0	0	900	1,750	0	No	No	No	No	36,005	2,650	4,700	10% Contract	
Tennis																		
Sherman Roghaar	Head Coach	1.000	37,752	10,275	0	1,500	1,400	0	0	No	Yes	No	No	37,752	1,400	11,775	2%	
Catrina Thompson	Assistant Coach	1.000	28,580	9,675	0	0	0	0	0	No	No	No	No	28,580	-	9,675	2%	
Golf																		
Nicole Bird	Head Coach	1.000	41,580	0	0	1,500	1,400	0	0	Yes	Yes	No	No	41,580	1,400	1,500	9% Market	
Softball																		
Erin Thorpe	Head Coach	1.000	56,015	9,800	0	2,000	1,400	2,500	0	No	Yes	No	No	56,015	3,900	11,800	7% Program success	
Samantha Marder	Assistant Coach	1.000	25,876	3,000	0	2,000	0	0	0	No	No	No	No	25,876	-	5,000	New	
Shelly Prochaska	Assistant Coach	1.000	33,010	9,800	0	2,000	900	0	0	No	No	No	No		33,910	11,800	39% Elevated to new posn	
Swimming																		
Kristin Hill	Head Coach	1.000	70,013	3,000	0	2,000	1,400	3,000	2,000	Yes	Yes	No	No	70,013	6,400	5,000	17% Program success	
Justin Brosseau	Assistant Coach	1.000	45,012	3,000	0	2,000	900	1,000	0	No	No	No	No	45,012	1,900	5,000	20% Program success	
Allison Brennan	Assistant Coach	1.000	37,004	0	0	0	900	1,000	0	No	No	No	No		38,904	-	New	

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

+ Employee is on paid administrative leave.

Chris Petersen's base salary reflects the projected salary paid in fiscal year 2013. His contract dates are 2/1/13 - 1/31/14.

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2012 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:																
Jeff Tingey	Athletic Director	1.00	95,014			2,500					Yes		Yes	95,014		2,500
Jim Kramer	Asst Athl Dir/ UBO	1.00	65,000										No	65,000		
Nancy Graziano	Assoc Athl Dir	1.00	66,206										No	66,206		
Matthew Steuart	Asst AD - Academics	1.00	39,603										No		39,603	
Steve Schaack	Asst AD - Media Rel	1.00	47,902										No	47,902		
Katherine Ware	(A) Asst Dir Media Rel	0.37	15,704										No	15,704		
Jaime Schroeder	(B) Asst Dir Media Rel	0.63	21,766										No	21,766		
Jodi Wotowey	Hd Athl Trainer	1.00	43,701	275									No	43,701		275
Sara Vargas	(A) Assist Trainer	0.29	10,898	210									No	10,898		210
Brandon Payne	(B) Assist Trainer	0.59	20,455	120									No	20,455		120
Greg Obroy	(A) Assist Trainer	0.15	8,789	350									No	8,789		350
Daryl Finch	(B) Assist Trainer	0.72	24,819	50									No	24,819		50
Thomas Brock	Assist Trainer	1.00	34,507										No	34,507		
Mark Campbell	Stngth Coach	1.00	41,413										No	41,413		
Kalee Kopp	Director of Marketing & Promo	1.00	34,507										No		34,507	
Jay McMillin	Asst AD/ Major Gifts	1.00	43,264										No		43,264	
Quinton Freeman	Academic Advisor - Football	1.00	35,602										No	34,274	1,327	
Tyson Munns	Athletic Equipment Manager	0.64	22,032										No	22,032		
Andrea Wilson	Special Asst to Director	1.00	46,010										No	46,010		
Joe O'Brien	Special Asst to Director	0.33	27,175										No	27,175		
Bengal Foundation																
Donna Hayes	Exec Dir Bengal Foun	1.00	44,782										No		44,782	
Men's Sports																
Football																
Mike Kramer	Hd Coach	0.91	122,862					11,200		Yes		Yes	122,862		11,200	
Derrick Roche	Asst Coach	1.00	40,019	825						Yes		No	40,019		825	
Ruditsky Griffin	Asst Coach	1.00	40,019	690								No	40,019		690	
Donald Bailey	Offensive Coordinator	1.00	70,013	2,360						Yes		No	70,013		2,360	
Ryan Smaha	Asst Coach	0.98	32,900	440								No	32,900		440	
Michael Rigell	Asst Coach	0.73	22,058	220								No	22,058		220	
Daniel Drayton	Asst Coach	1.00	40,019	825								No	40,019		825	
Matthew Troxel	Asst Coach	1.00	30,014	975								No	30,014		975	
Craig Stutzmann	(A) Asst Coach	0.04	3,346									No	3,346			
Anthony Tucker	(B) Asst Coach	0.88	35,248	605								No	35,248		605	
Todd Bates	Asst Coach	1.00	40,019	825								No	40,019		825	
Basketball																
Joe O'Brien	(A) Hd Coach	0.51	52,838			2,500				Yes		Yes	52,838			2,500
William Evans	(B) Hd Coach	0.25	25,287									Yes	25,287			
Deane Martin	(A) Interim Hd Coach	0.37	30,783									No	23,339		7,444	
Deane Martin	(A) Asst Coach	0.52	26,254	1,000								No	26,254			1,000
Andrew Ward	(B) Asst Coach	0.15	9,001							Yes		No	9,001			
Jay Collins	(B) Asst Coach	0.17	5,924									No	5,924			
Tim Walsh	(A) Asst Coach	0.88	49,546	1,000		500						No	49,546			1,500
Tennis																
Robert Goeltz	Hd Coach	0.43	19,020									No		19,020		
Mark Rodel	Asst Coach	0.35	8,194									No		8,194		

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2012 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Track & Field															
David Nielsen	0.46	27,597										No	27,597		
Jackie Poulson	0.50	13,239										No	13,239		
Cross Country															
Brian Janssen	0.50	23,629	35									No	23,629		35
Women's Sports															
Basketball															
Seton Sebolewski	0.96	82,613		5,000	500		8,353		Yes			Yes	82,613	13,353	500
Anthony Giannotti	1.00	39,270	3,084				1,098		Yes			No	39,270	1,098	3,084
Ashley Elliott	0.83	26,645	1,084				1,098					No	24,336	3,407	1,084
Volleyball															
Chad Teichert	0.91	50,065	2,375	2,000					Yes			Yes	50,065	2,000	2,375
David HYTE	1.00	35,589	3,050									No	35,589		3,050
Tennis															
Robert Goeltz	0.43	19,029										No	19,029		
Mark Rodel	0.35	8,194										No	8,194		
Track & Field															
David Neilsen	0.46	27,597										No	27,597		
Jackie Poulson	0.50	13,239										No	13,239		
Golf															
Kelly Hooper	0.46	16,068										No	15,156	912	
Cross Country															
Brian Janssen	0.50	23,629	35									No	23,629		35
Soccer															
Allison Gibson	1.00	58,495	3,600						Yes			Yes	58,495		3,600
Stephanie Beall	0.97	23,670	1,800									No	21,850	1,821	1,800
Rebecca Hogan	0.04	1,261										No	1,261		
Softball															
Julia Wright	1.00	47,008	1,575						Yes			Yes	47,008		1,575
Jessica Rogers	1.00	23,670	3,230									No	23,670		3,230

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2013 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change	
		Base Salary	Camps/ Clinics	**** Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other		
Athletic Administration:																	
Jeff Tingey		1.00	102,606					3,654		Yes		Yes	102,606			3,654	8%
Nancy Graziano		1.00	68,869									No	68,869				4%
Jim Kramer		1.00	67,621									No	67,621				4%
Matthew Steuart		1.00	42,370									No		42,370			7%
Steve Schaack		1.00	49,816									No	49,816				4%
Jamie Schroeder		1.00	35,547									No	35,547				New
Jodi Wotowey		1.00	45,011									No	45,011				3%
Daryl Finch		1.00	35,194									No	35,194				2%
Brandon Payne		1.00	35,194	120								No	35,194			120	2%
Thomas Brock		1.00	35,547									No	35,547				3%
Mark Campbell		1.00	42,661									No	42,661				3%
Kalee Kopp		1.00	35,880									No		35,880			4%
Jay McMillin		1.00	46,301									No		46,301			7%
Tyson Munns		1.00	35,194									No	35,194				2%
Quinton Freeman		1.00	38,251									No	38,251				7%
Bengal Foundation																	
Donna Hayes		1.00	46,134									No		46,134			3%
Men's Sports																	
Football																	
Mike Kramer		0.91	126,553					9,700		Yes		Yes	126,553			9,700	3%
Derrick Roche	(A)	0.58	23,544	605								No	23,544			605	2%
Michael Ferriter	(B)	0.52	16,498									No	16,498				New
Ruditsky Griffin	(A)	0.58	23,544	605								No	23,544			605	2%
Spencer Toone	(B)	0.52	19,585									No	19,585				New
Donald Bailey		1.00	74,901	2,140						Yes		No	74,901			2,140	7%
Roger Cooper		1.00	34,930									No	34,930				New
Tommy Steiner		1.00	34,507									No	34,507				New
Daniel Drayton	(A)	0.58	23,544	605								No	23,544			605	2%
Vacant	(B)	0.44	16,808									No	16,808				New
Matthew Troxel		1.00	30,909	755						Yes		No	30,909			755	3%
Anthony Tucker	(A)	0.54	21,974	605								No	21,974			605	2%
Vacant	(B)	0.44	18,050									No	18,050				New
Todd Bates	(A)	0.58	23,544	605								No	23,544			605	2%
Vacant	(B)	0.40	12,919									No	12,919				New
Basketball																	
William Evans		0.96	98,128		27,500					Yes		Yes	98,128		27,500		0%
Andrew Ward		1.00	60,008							Yes		No	60,008				0%
Jay Collins		1.00	35,006									No	35,006				0%
Tim Walsh		1.00	40,019									No	40,019				New
Tennis																	
Robert Goeltz		0.43	19,789									No	19,789				4%
Mark Rodel		0.35	8,525									No	8,525				4%

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2013 Estimated Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
			Base Salary	Camps/ Clinics	**** Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Track & Field																	
David Nielsen	Hd Coach	0.46	28,695										No	28,695			4%
Jackie Poulson	Asst Track & Field Coach	0.09	2,439										No	2,439			0%
Cross Country																	
Brian Janssen	Asst Track & Field Coach	0.50	24,336										No	24,336			3%
Women's Sports																	
Basketball																	
Seton Sebolewski	Hd Coach	0.96	88,395		5,000				2,100		Yes		Yes	88,395	5,000	2,100	7%
Anthony Giannotti	Assoc Head Coach	1.00	40,456								Yes		No	40,456			3%
Laura Dinkins	Asst Coach	1.00	30,014										No	30,014			New
Nkem Nkele	Asst Coach	1.00	23,670										No	23,670			New
Volleyball																	
Chad Teichert	Hd Coach	0.91	51,560	5,000	2,000						Yes		Yes	51,560	2,000	5,000	3%
David HYTE	(A) Asst Coach	0.15	5,322										No	5,322			2%
Alison Gorny	(B) Asst Coach	0.92	33,504										No	33,504			New
Tennis																	
Robert Goeltz	Hd Coach	0.43	19,789										No	19,789			4%
Mark Rodel	Asst Coach	0.35	8,525										No	8,525			4%
Track & Field																	
David Nielsen	Hd Coach	0.46	28,695										No	28,695			4%
Jackie Poulson	Asst Track & Field Coach	0.09	2,439										No	2,439			0%
Golf																	
Kelly Hooper	Hd Coach	0.50	18,500										No	18,500			5%
Cross Country																	
Brian Janssen	Asst Track & Field Coach	0.50	24,336										No	24,336			3%
Soccer																	
Allison Gibson	Hd Coach	1.00	60,278	3,800							Yes		Yes	60,278		3,800	3%
Stephanie Beall	Asst Coach	1.00	24,378	3,800									No	24,378		3,800	0%
Softball																	
Julia Wright	Hd Coach	1.00	48,422	530							Yes		Yes	48,422		530	3%
Jessica Rogers	Asst Coach	1.00	24,627	1,060									No	24,627		1,060	4%

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

University of Idaho

FY2012 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
			Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:																
Rob Spear	Athletic Director	1.00	169,998		15,000	1,185						yes		169,998	16,185	
John Wallace	Dir. of Compl.	1.00	74,048			897									74,945	
Becky Paull	Dir. Med. Rel	1.00	49,982			435									50,417	
Spencer Farrin	Asst. Med Rel	1.00	32,260			387									32,647	
Nick Heidelberger	Asst. Med Rel	1.00	26,706			387									27,093	
Megan Shiflett	Asst Trainer	0.94	38,160			437									38,597	
Max Bertman	Asst Trainer	1.00	40,331			452									40,783	
Barrie Steele	Hd Trainer	1.00	71,156			500									71,656	
Jeremy Wang	Exec Dir VSF	0.21	11,110	^<		406									11,516	
Tim Mooney	Assoc AD	0.50	52,512	^		1,185				yes					53,697	
Ana Tuiaaea-Ruud	Ass Dir Acad	0.88	39,818	<		402									40,220	
Tom Sanford	Acad. Coor	1.00	32,843			452									33,295	
Jake Scharnhorst	Strength Coach	1.00	50,003			298									50,301	
Joe Herold	Asst Stren	1.00	35,358			0									35,358	
Matt Kleffner	Sr. Assoc AD	1.00	85,945		2,500	1,185									89,630	
Matt Childers	Video Coor.	0.88	35,400			343									35,743	
Nick Popplewell	Asst. Dir/Pro	1.00	45,011			387									45,398	
Damian Garnett	Dir. Equip Rm	1.00	45,011			500									45,511	
Megan Freshour	Asst. Equip	0.15	5,311	<		74									5,385	
Anthony Castro	Asst. Equip	0.12	3,231			0									3,231	
Shelly Robson	Devl. Coor.	0.50	19,770	^		935				yes					20,705	
Nat Reynolds	Devl. Coor.	0.29	13,782	^<		624				yes					14,406	
Scott Wallace	Ticket Mgr	1.00	45,011			370									45,381	
Kera Bardsley	Ticket Coor	1.00	33,509			0									33,509	
Men's Sports																
Football																
Robb Akey	Hd Coach	1.00	165,797		200,000	1,240	5,000			yes		yes		165,797	201,240	0
Steve Axman	Assistant	1.00	130,083	+	500	720				yes				130,083	720	500
Al Pupunu	Assistant	1.00	62,733		650	1,240				yes				62,733	1,240	650
Eti Ena	Assistant	1.00	62,733		650	1,240				yes				62,733	1,240	650
Mark Criner	Assistant	1.00	126,771		500	1,240				yes				126,771	1,240	500
Torey Hunter	Assistant	0.85	46,077			1,018				yes				46,077	1,018	0
Luther Carr	Assistant	1.00	67,995	+	650	720				yes				67,995	720	650
Patrick Libey	Assistant	1.00	72,448		650	1,240				yes				72,448	1,240	650
Rob Christoff	Assistant	0.13	8,686	<		222				yes				8,686	222	0
Jason Gesser	Assistant	0.94	68,808			1,074				yes				68,808	1,074	0
John McDonell	Assistant	0.54	40,387	<	650	1,240				yes				40,387	1,240	650
Mike Levenseller	Assistant	0.23	16,235			160								16,235	160	0
Gordy Shaw	Assistant	0.25	20,598			240								20,598	240	0
Mark Vaught	Dir. of FB Ops	1.00	45,323		2,000	1,440								45,323	1,440	2,000
Basketball																
Don Verlin	Hd Coach	1.00	142,664		60,000	1,120	5,000	5,000	3,219	yes		yes		142,664	61,120	0
Tim Murphy	Assistant	1.00	62,504		15,000	1,120				yes				62,504	16,120	0
Ray Lopes	Assistant	0.92	73,862	<	5,000	1,060				yes				73,862	6,060	0
Mike Freeman	Assistant	1.00	25,001		15,000	1,120				yes				25,001	16,120	0

Intercollegiate Athletics Compensation Report

University of Idaho

FY2012 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Men's Track & XC															
Wayne Phipps - M	0.50	31,302		4,000	500		400							35,802	0
Julie Taylor - M	0.50	25,002			416									25,418	0
Jason Graham - M	0.50	16,558			0									16,558	0
Golf															
John Means	1.00	36,005			1,000		250							37,005	0
Tennis															
Jeff Beaman - M	0.50	18,138		3,000	500	200						yes		21,638	0
Women's Sports															
Basketball															
Jon Newlee	1.00	90,001		15,000	1,072		4,000		yes		yes		90,001	16,072	0
Jordan Green	1.00	50,003	370		1,072				yes				50,003	1,072	370
Christa Sanford	1.00	35,006	600	5,000	1,072		300		yes				35,006	6,072	600
Kristi Zeller	0.92	23,098			987				yes				23,098	987	0
Women's Track & XC															
Wayne Phipps - W	0.50	31,302		4,000	500		400							35,802	0
Julie Taylor - W	0.50	25,002			416									25,418	0
Jason Graham - W	0.50	16,558			0									16,558	0
Volleyball															
Debbie Buchanan	1.00	83,033	15,500	15,000	1,048				yes		yes		83,033	16,048	15,500
Steve Whitaker	1.00	38,854	5,000	5,000	1,048								38,854	6,048	5,000
Brian Lamppa	1.00	34,008	5,000	5,000	1,048								34,008	6,048	
Women's Soccer															
Peter Showler	1.00	37,689		12,300	1,000		1,000	3,000	yes		yes		37,689	13,300	0
Katie Schoene	0.08	1,912	<		72								1,912	72	0
Grant Williams	0.85	21,032			736								21,032	736	0
Women's Golf															
Lisa Johnson	1.00	42,016			1,000		250							43,016	0
Tennis															
Jeff Beaman - W	0.50	18,138		3,000	500							yes		21,638	0
Women's Swimming															
Mark Sowa	0.92	46,157		10,000	926				yes		yes		46,157	10,926	0
Ashley Jahn	0.85	21,173		5,000	443								21,173	5,443	0

^,50 paid by Advancement

^^includes cell phone stipend

Salaries do not reflect any annual leave payouts.

>Includes overtime pay

< does not include any annual leave payoff

+ put on terminal leave during the year; paid our full contract

Intercollegiate Athletics Compensation Report

University of Idaho

FY2013 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other		
Athletic Administration:																	
Rob Spear		Athletic Director	1.00	172,285		15,000	1,170			yes		yes		172,285	16,170		1%
John Wallace		Dir. of Compl.	1.00	75,468			1,170								76,638		2%
Becky Paull		Dir. Med. Rel	1.00	50,942			390								51,332		2%
Spencer Farrin		Asst. Med Rel	1.00	32,880			390								33,270		2%
Nick Heidelberger		Asst. Med Rel	1.00	27,040			390								27,430		1%
Megan Shiflett		Asst Trainer	1.00	41,786			520								42,306	0	3%
Max Bertman		Asst Trainer	0.08	3,134			0								3,134		1%
Toby van Amerongen		Asst Trainer	0.85	34,813			520								35,333		New
Barrie Steele		Hd Trainer	1.00	72,517			520								73,037		2%
Mark Urich		Exec Dir VSF	0.21	12,694	^		910								13,604		New
Tim Mooney		Assoc AD	0.50	53,520	^		1,040			yes+					54,560		2%
Tom Sanford		Acad. Coor	1.00	33,483			520								34,003		2%
Jake Scharnhorst		Strength Coach	1.00	50,963			260								51,223		2%
Joe Herold		Asst Stren	1.00	37,794			0								37,794		7%
Matt Kleffner		Sr. Assoc AD	1.00	87,606		2,500	1,170								91,276		2%
Matt Childers		Video Coor.	1.00	39,760			390								40,150	0	-1%
Nick Popplewell		Asst. Ath Dir/Promotions	0.12	5,194	<		0								5,194		0%
Ryan Gilmore		Dir Marketing/Promotions	0.71	32,101			390								32,491	0	New
Kelly Sharp		Asst Dir Marketing/Promotions	0.60	19,183			390								19,573	0	New
Damian Garnett		Dir. Equip Rm	1.00	45,871			520								46,391		2%
Anthony Castro		Asst. Equip	1.00	28,152			520								28,672		1%
Shelly Robson		Devl. Coor.	0.50	20,175	^		910			yes					21,085		2%
Joe Church		Devl. Coor.	0.42	16,078	^		910			yes					16,988		New
Chris Apenbrink		Ticket Mgr	0.81	29,081			480								29,561		New
Nick Jutila		Ticket Mgr	0.81	29,081			480								29,561		New
Kera Bardsley		Ticket Coor	0.12	3,943			0								3,943		2%
Men's Sports																	
Football																	
Robb Akey		Hd Coach	1.00	165,798	#<	105,000								165,798	105,000	0	0%
Paul Petrino		Hd Coach	0.50	87,506		125,417	1,040			yes+		yes		87,506	126,457	0	New
Al Pupunu		Assistant	1.00	63,933		500	1,040			yes				63,933	1,040	500	2%
Eti Ena		Assistant	1.00	63,933	#<									63,933	0	0	2%
Mark Criner		Assistant	1.00	130,083	#<									130,083	0	0	3%
Jason Gesser		Assistant	1.00	105,789	#<									105,789	0		45%
Wayne Moses		Assistant	0.85	53,082	#<									53,082			New
Patrick Libey		Assistant	1.00	74,658		500	1,040			yes				74,658	1,040	500	3%
Mike Levenseller		Assistant	1.00	72,779	#<									72,779	0	0	3%
Torey Hunter		Assistant	1.00	67,995	#<									67,995			25%
Gordy Shaw		Assistant	1.00	85,010	#<									85,010	0	0	3%
Mike Anderson		Assistant	0.50	31,502		500	1,040			yes				31,502			New
Jon Carvin		Assistant	0.50	35,006		500	1,040			yes				35,006			New
Kris Cinkovich		Assistant	0.42	57,121		500	1,040			yes				57,121			New
Bryce Erickson		Assistant	0.50	35,006		500	1,040			yes				35,006			New
Ron Lee		Assistant	0.50	62,504		500	1,040			yes				62,504			New
Mike Mickens		Assistant	0.46	19,392		500	1,040			yes				19,392			New
Jason Shumaker		Assistant	0.50	37,502		500	1,040			yes				37,502			New
Mark Vaught		Dir. of FB Ops	1.00	46,203		2,000	1,040							46,203	1,040	2,000	2%
Basketball																	
Don Verlin		Hd Coach	1.00	148,824		60,000	1,040		10,000	5,815	yes	yes		148,824	61,040	0	4%
Tim Murphy		Assistant	1.00	63,704		15,000	1,040			yes+				63,704	16,040	0	2%
Chris Helbling		Assistant	0.96	28,860		4,500	1,040							28,860	5,540	0	New
Mike Freeman		Assistant	1.00	30,302		15,000	1,040			yes+				30,302	16,040	0	21%
Kirk Earlywine		Dir Player Development	0.92	36,941		5,000										0	New
Men's Track & XC																	
Wayne Phipps - M		Dir. Of T&F	0.50	31,603		4,000	520		1,000	1,000		yes			36,123	0	1%
Julie Taylor - M		Assistant	0.50	25,482			520								26,002	0	2%
Jason Graham - M		Assistant	0.13	4,535			520								5,055	0	2%

Intercollegiate Athletics Compensation Report

University of Idaho

FY2013 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other		
Golf																	
John Means Hd Coach	1.00	36,705			1,040		500							37,745	0	2%	
Tennis																	
Jeff Beaman - M Hd Coach	0.50	18,488		3,000	520							yes		22,008	0	2%	
Women's Sports																	
Basketball																	
Jon Newlee Hd Coach	1.00	91,742		15,000	1,040				yes		yes		91,742	16,040	0	2%	
Jordan Green Assistant	1.00	50,963	400		1,040				yes+				50,963	1,040	400	2%	
Christa Sanford Assistant	1.00	35,686	600	5,000	1,040				yes+				35,686	6,040	600	2%	
Kristi Zeller Assistant	1.00	25,502			1,040				yes+				25,502	1,040	0	2%	
Women's Track & XC																	
Wayne Phipps - W Dir. Of T&F	0.50	31,603		4,000	520	450	1,000	1,000				yes		36,123	0	1%	
Julie Taylor - W Head	0.50	25,482			520									26,002	0	2%	
Jason Graham - W Assistant	0.13	4,535			520									5,055	0	2%	
Volleyball																	
Debbie Buchanan Hd Coach	1.00	84,634		15,000	1,040	5,000		4,000	yes		yes		84,634	16,040	0	2%	
Steve Whitaker Assistant	1.00	39,594		5,000	1,040								39,594	6,040	0	2%	
Brian Lamppa Assistant	1.00	34,668		5,000	1,040								34,668	6,040	0	2%	
Women's Soccer																	
Peter Showler Hd Coach	1.00	38,410		12,300	1,040		2,000		yes+		yes		38,410	13,340	0	2%	
Grant Williams Assistant	1.00	25,336			873								25,336	873		2%	
Women's Golf																	
Lisa Johnson Hd Coach	1.00	42,566			1,040	250	1,000							43,606	0	1%	
Tennis																	
Jeff Beaman - W Hd Coach	0.50	18,488		3,000	520							yes		22,008	0	2%	
Women's Swimming																	
Mark Sowa Hd Coach	1.00	50,963		10,000	1,040				yes		yes		50,963	11,040	0	2%	
Scott Cameron Assistant	0.85	21,155		5,000	1,040								21,155	6,040	0	New	

^.50 paid by Advancement

^includes cell phone stipend

> Includes overtime pay

as of December, no longer FT employee, but will be paid through their contract: replacements not hired or listed

yes+ = receive a car stipend between \$200-\$300/month rather than a car; this amount not included in base salary

< does not include any annual leave payoff

Intercollegiate Athletics Compensation Report

Lewis-Clark State College

FY2012 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other
Athletic Administration														
Gary Picone	Director, Athletics	1.00	69,944						No	Yes	No	40,567		29,377
Brooke Cushman	Asst. Director	1.00	55,760						No	Yes	No	34,130		21,630
Tracy Collins	Trainer	1.00	37,598						No	No	No	37,598		
Paul Thompson	Athl. Advancement	0.31	9,903						No	No	No	9,903		
Katie Savage	Athletic Operations Manager	1.00	33,138						No	No	No	33,138		
Paula Hasfurther	Admin. Asst. 1	1.00	31,167						No	No	No	10,597		20,570
Men's Sports														
Basketball														
Brandon Rinta	Head Coach	1.00	45,669	7,000					No	Yes	No	45,669	7,000	
Austin Johnson	Asst. Coach	0.16	5,000	1,000					No	No	No		6,000	
Baseball														
Vacant	Head Coach	1.00	0						No	No	No	0		
Gary Picone	Interim Head Coach		21,000						No	Yes	No	21,000		
Gus Knickrehm	Asst. Coach	1.00	37,814						No	No	No	37,814		
Allen Balmer	Asst. Coach	0.70	21,200	2,106					No	No	No	21,200	2,106	
Justin Fuller	Asst. Coach	0.43	15,000	1,016					No	No	No		16,016	
Cross-Country														
Mike Collins	Head Coach	0.09	8,026						No	No	No	6,841	1,185	
Tennis														
Kai Fong	Head Coach	0.14	6,467						No	No	No	6,467		
Golf														
Paul Thompson	Head Coach	0.12	8,102						No	No	No	8,102		
Clifford Carrick	Asst. Coach	0.08	2,500						No	No	No		2,500	

Intercollegiate Athletics Compensation Report

Lewis-Clark State College

FY2012 Actual Compensation

Page 2

Depart/Name/Title	FTE	Compensation			Contract Bonus			Perks		Multi-Yr Contract	All Compensation			
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership		Car	State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Brian Orr		Head Coach	1.00	47,451	7,200				No	Yes	No	47,451	7,200	
Kyle Palmer		Asst. Coach	0.22	7,500	400				No	No	No		7,900	
Cross-Country														
Mike Collins		Head Coach	0.09	8,026					No	No	No	6,841	1,185	
Track														
Mike Collins		Head Coach	0.13	11,311					No	No	No	10,124	1,187	
Volleyball														
Latoya Harris		Head Coach	1.00	43,672					No	Yes	No	43,672		
Marie Balmer		Asst. Coach	0.16	5,000					No	No	No		5,000	
Tennis														
Kai Fong		Head Coach	0.14	6,467					No	No	No	6,467		
Golf														
Paul Thompson		Head Coach	0.18	12,003					No	No	No	12,003		
Clifford Carrick		Asst. Coach	0.08	2,500					No	No	No		2,500	

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2013 Estimated Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation			Base Salary	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other	Annualized Change	
Athletic Administration																
Gary Picone		Director, Athletics	1.00	71,343					No	Yes	No	63,495		7,848	2%	
Brooke Cushman		Assoc. Director	1.00	56,625					No	Yes	No	22,084		34,541	2%	
Tracy Collins		Trainer	1.00	38,350					No	No	No	38,350			2%	
Paul Thompson		Athl. Advancement	0.31	10,101					No	No	No	10,101			2%	
Brian Adamowsky (New)		Athletic Operations Manager	1.00	27,075					No	No	No	27,075			New	
Katie Savage (Old)		Athletic Operations Manager	1.00	3,890					No	No	No	3,890			Resigned	
Paula Hasfurther		Admin. Asst. 1	1.00	31,782					No	No	No	10,806		20,976	2%	
Men's Sports																
Basketball																
Brandon Rinta		Head Coach	1.00	46,582	12,000				No	Yes	No	46,582	12,000		2%	
Austin Johnson		Asst. Coach	0.16	5,000	1,000				No	No	No		6,000		0%	
Baseball																
Jeremiah Robbins		Head Coach	1.00	60,000					No	Yes	No	60,000			New	
Gus Knickrehm		Asst. Coach	1.00	38,570					No	No	No	38,570			2%	
Allen Balmer		Asst. Coach	0.75	25,880	2,052				No	No	No	25,880	2,052		14%	Increase in hours and FTE
Justin Fuller		Asst. Coach	0.43	15,000	4,055				No	No	No		19,055		0%	
Cross-Country																
Mike Collins		Head Coach	0.09	8,186					No	No	No	6,978	1,208		2%	
Tennis																
Kai Fong		Head Coach	0.14	7,000					No	No	No	7,000			8% CEC + Equity Adjustment	
Golf																
Paul Thompson		Head Coach	0.12	8,264					No	No	No	8,264			2%	
Clifford Carrick		Asst. Coach	0.09	3,000					No	No	No		3,000		13%	Increase in hours and FTE

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2013 Estimated Compensation
Page 2

Depart/Name/Title	FTE	Compensation			Contract Bonus			Perks		Multi-Yr Contract	All Compensation			Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership		Car	State Approp.	Program Revenue		
Women's Sports															
Basketball															
Brian Orr		1.00	50,000	8,600					No	Yes	No	50,000	8,600	5%	CEC + Equity Adjustment
Kyle Palmer		0.29	10,000	500					No	No	No		10,500	1%	
Cross-Country															
Mike Collins		0.09	8,186						No	No	No	6,978	1,208	2%	
Track															
Mike Collins		0.13	11,538						No	No	No	10,327	1,211	2%	
Volleyball															
LaToya Harris		1.00	44,545	800					No	Yes	No	44,545	800	2%	
Theoddeus Millan		0.14	5,000	800					No	No	No		5,800	New	
Tennis															
Kai Fong		0.14	7,000						No	No	No	7,000		8%	CEC + Equity Adjustment
Golf															
Paul Thompson		0.18	12,243						No	No	No	12,243		2%	
Clifford Carrick		0.09	3,000						No	No	No		3,000	13%	Increase in hours and FTE

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

BOISE STATE UNIVERSITY

SUBJECT

Addition of parcels to the Foundation Land Exchange Agreement

REFERENCE

February 2008 Board approved land exchange with Boise State University Foundation

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In February 2008, the State Board of Education approved the exchange of land between the University and the Boise State University Foundation for the construction of a new Alumni Relations Center. The original land exchanges are shown in Attachment 1.

After completing preliminary facility design, the University and the Foundation jointly agree that the additional parcels that comprise the remainder of the block are necessary for the development. Therefore, the University is returning to request Board approval to include additional parcels as outlined in Attachment 2.

In exchange, the Foundation will grant the University the land also shown on Attachment 2, the remaining property adjacent to the tennis bubbles in addition to the land approved in the original exchange. All parcels in the proposed transaction are currently devoted to University use and will continue to be after the transaction.

This exchange would allow the Foundation to partner with the Alumni Association to construct a new Alumni Center. This facility would house the Office of the V.P. of University Advancement, Alumni Association staff, University Foundation staff, and possibly have additional office space. Aside from day-to-day office functions, the building will be an important tool to connect alumni, donors, and the community to Boise State University. It is anticipated that the building will have additional space for phone-a-thon activity, meetings, and other outreach events.

The resulting property ownership after the exchanges, if completed, is reflected in Attachment 3. The University will maintain a permanent easement or right of way to the switchgear box located on the southeast corner of Belmont and Grant.

The total value of the land exchanged by the University (the land off Belmont and Grant including the 2008 parcels plus the additional parcels from this request) is \$1,641,929. The total value of the land exchanged by the Foundation (the land

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

off Oakland Ave and Protest Road including the 2008 parcels plus the additional parcels from this request) is valued at \$1,661,357, a difference of \$19,428.

The University and Foundation had several parcels appraised in the last few years. Using those appraisals and additional property data, the University and Foundation have reasonably estimated the value of the parcels shown in Attachment 2, as listed above.

The methodologies used to evaluate the properties were based upon appraisals conducted on select parcels in Attachment 1. The per square foot value, as determined by a professional appraiser, was applied to the additional parcels being exchanged. The University then used appreciated averaged tax assessed values, on a per square foot basis, of similar residential facilities in the expansion zone. Finally, the improvement values were added to the land values in order to arrive at the total value listed above for the University owned parcels.

IMPACT

The construction of a new Alumni Center is consistent with the University's master plan. The proposed site is an ideal location for the new Alumni Center as it is in close proximity to Bronco Stadium. The University benefits by owning land that it currently occupies and has future plans to develop. Additionally, once construction of the new Alumni Center is complete, the University will be able to utilize office space in the Capitol Village complex currently occupied by University Advancement.

ATTACHMENTS

Attachment 1 – Original Parcels Allocated in February 2008	Page 4
Attachment 2 – Additional Parcels Requested in February 2013	Page 5
Attachment 3 – Land Ownership After Exchange	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

BSU requests approval to add five parcels to a land exchange originally approved by the Board in February 2008. In turn BSU will gain title to additional real property and improvements thereon which is already being used for University athletics and is within close proximity to the main campus.

Staff notes that the University parcels in question were slated for motor pool surface parking in the 2008 update to the Campus Master Plan.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the land exchange between Boise State University and the Boise State University Foundation as set forth in Attachments 1 - 3 in the Board materials and to authorize the Vice President for Finance and Administration to execute all necessary documents relating to the exchange.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1: Original Parcels Allocated in February 2008

University Owned Parcels

The map displays a grid of university-owned parcels in Boise, Idaho. The parcels are labeled with addresses and parcel numbers. A large parking lot and building complex are visible at the top, labeled 'Boise State University'. A blue box highlights a specific parcel, R8048012730, located at the intersection of S. GRANT AVE and S. DEWEER AVE.

Key streets shown include S. BRONCO LN, S. GRANT AVE, S. EUCLID AVE, and S. DEWEER AVE. The map also shows a large parking lot and building complex at the top, labeled 'Boise State University'.

Parcel labels include:

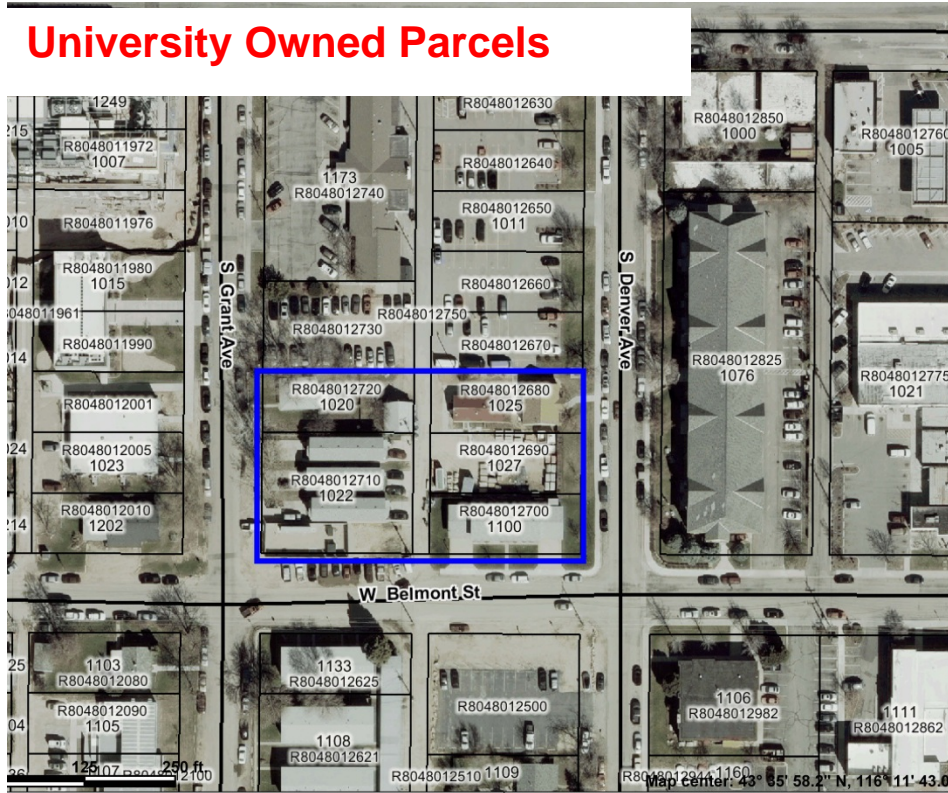
- 1215 R8048012070
- 1010 R8048012060
- 1012 R8048012050
- R8048012040 1014
- 1024 R8048012030
- R8048012022 1226
- 1214
- 1202 R8048012010
- 1749 R8048011960
- R8048011972
- R8048011976
- R8048011980
- 1015 R8048011990
- R8048012001 1021
- R8048012005 1023
- 1173 R8048012740
- R8048012730
- 1020 R8048012720
- R8048012710 1022
- 1100 R8048012700
- R8048012630
- 1007 R8048012640
- R8048012650 1011
- R8048012660
- R8048012670
- R8048012680 1025
- R8048012690 1027
- R8048012850 1000
- 1005 R8048012760
- 1076 R8048012825
- 1021-1079 R8048012775

Red Parcels

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

Attachment 2: Additional Parcels Requested in 2013

University Owned Parcels



Foundation Owned Parcels



IDAHO STATE UNIVERSITY FOUNDATION

SUBJECT

Formation of Bengal Pharmacy LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2. and I.J.1.a

BACKGROUND/DISCUSSION

Idaho State University Foundation is informing the Board of its plan to establish and operate a limited liability company in which the ISU Foundation will be the sole member. The entity is to be named Bengal Pharmacy LLC. Its purpose is to expand on the financial, educational, and experiential learning benefits to the faculty and staff of the College of Pharmacy (COP); offer more comprehensive pharmacy services to University students, employees and the community; act as a filling agent for prescriptions written at clinics in Southeast Idaho operated by Health West Inc.; and provide a financial return to the Foundation and the University. Initial capital in the amount of \$300,000 will come from a spendable account maintained by the ISU Foundation for the benefit of the College of Pharmacy. The company is expected to begin to turn a modest profit in the second year of its operation. The business case is included as Attachment 1.

Bengal Pharmacy Operating Agreement: As stated, Bengal Pharmacy LLC is a limited liability company established under Idaho law with the ISU Foundation being the sole member. The Foundation's operating agreement with the University was approved by the Board in 2009 and remains unchanged. The operating agreement for the Bengal Pharmacy is attached as Attachment 2. Under Article 7.1 of that operating agreement, the Foundation makes the tax elections for the Bengal Pharmacy. The Foundation will elect to treat the Bengal Pharmacy as a pass-through entity for tax purposes such that any income or losses will be included in the Foundation's tax returns.

Bengal Pharmacy Relationship with Idaho State University: The University's relationship with the Bengal Pharmacy will be defined by written agreement and will comply with Board policies, including Board policy V.E.2. and I.J.1.a. We anticipate that from time to time employees of the University will provide services for the Bengal Pharmacy on a "loaned employee" basis. The Loaned Employee Agreement attached as Attachment 3 will be used. This is the same form of agreement previously approved by the Board for employees loaned by the University to the ISU Foundation.

IMPACT

Creation and operation of Bengal Pharmacy LLC is expected to provide a modest financial return to the University's College of Pharmacy and the ISU Foundation.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

More importantly it will provide benefits to ISU, the College of Pharmacy, its faculty and students, the public, and the ISU Foundation as described in Attachment 4.

ATTACHMENTS

Attachment 1 – Bengal Pharmacy Estimated Financial Statements	Page 3
Attachment 2 – Form of Operating Agreement for Bengal Pharmacy	Page 7
Attachment 3 – Form of Loaned Employee Agreement	Page 19
Attachment 4 – Bengal Pharmacy Benefits Discussion	Page 25
Attachment 5 – Foundation Operating Agreement (Board approved)	Page 29

STAFF COMMENTS AND RECOMMENDATIONS

The ISU Foundation proposes to establish a pharmacy operating as an on-campus for-profit business enterprise. While the Board does not have direct control over institutional affiliated foundations, a written operating agreement between an institution and its affiliated foundation is required by Board policy. ISU has indicated that no revision to the operating agreement would be necessary

Policy I.J.1.a. provides that institutions “...have and will continue to provide facilities and services for educational purposes ... related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector.” This policy is applicable to foundations by way of policy V.E.2.b.xii. which provides that “Foundations may not engage in activities that conflict with ... the policies of the Board”

The rationales for establishing the pharmacy are twofold. First, the pharmacy would likely be a profit center which would augment funding the Foundation can provide in support of ISU and its students. Second, it is becoming increasingly difficult to find sites for clerkship opportunities for the College of Pharmacy’s Pharm.D. students at area pharmacies because pharmacy operators are demanding that ISU (or the State of Idaho) indemnify them for any mistakes the students might make while working in their facility.

BOARD ACTION

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

Estimated Financial Statements for Bengal Pharmacy LLC

Estimated Financial Statements for Bengal Pharmacy LLC

Revenue Portion Of Income Statement

Bengal Pharmacy Pro-Forma Projected Income Statement	Year - 1	Year - 2	Year - 3	Year - 4
Daily Prescriptions (Growth 5 Per Day/Per Month)	21060	37,440	39,000	40,560
Monthly Rx Generic (76% of Total Rx)	16,006	26,957	28,080	29,203
Monthly Rx Name Brand (24% of Total Rx)	4,231	6,290	6,552	6,814
Monthly Rx Name Brand FQHC (40% of Name Brand)	824	4,193	4,368	4,543
Monthly Prescriptions	21,060	38,750	41,850	45,198
Avg Charge/Rx Generic (NCPA Estimation)	28.62	29.34	30.07	30.82
Avg Charge/Rx Name Brand (NCPA estimation)	143.00	146.58	150.24	154.00
Avg Charge/Rx Name Brand FQHC (50% of Name)	143.00	146.58	150.24	154.00
Avg. Cost Per Prescription (NCPA average)	56.09			
Avg COGS/Rx Generic (growth at 4% per year)	11.20	11.65	12.11	12.60
Avg COGS/Rx Name Brand (6.5% Margin)	132.50	137.80	143.31	149.04
Avg COGS/Rx Generic FQHC (50% Name Brand)	66.25	68.90	71.66	74.52
Rx Sales Generic	458,080	790,791	844,334	900,060
Rx Sales Name Brand	604,993	921,945	984,368	1,049,337
Rx Sales Name Brand FQHC	117,832	614,630	656,246	699,558
Rx Sales (96% of total sales)	1,180,859	2,327,366	2,484,948	2,648,955
OTC/Other Sales (4% of total sales)	49,202	96,974	103,540	110,373
Total Gross Sales	1,230,061	2,424,340	2,588,488	2,759,328
Current A/R (40% of Monthly Rx)	55,398	80,811	86,283	91,978
Gross Operating Revenues	1,174,663	2,343,529	2,502,205	2,667,350
Beginning Inventory	0	200,000	210,000	220,000
Purchases	1,023,945	1,537,845	1,664,256	1,798,274
ending Inventory	200,000	210,000	220,000	230,000
COGS (Generic)	179,263	313,993	340,159	367,916
COGS (Name Brand)	560,570	866,751	938,980	1,015,601
COGS (FQHC)	54,590	288,917	312,993	338,534
COGS OTC/Other (.60)	29,521	58,184	62,124	66,224
Total COGS Inventory Payable	93,937	195,294	208,517	222,279
Other Operating Revenue:	0	0	0	
Payable to Health West Minus \$11. Rx fee	54,157	279,587	295,204	311,054
Net Operating Revenues	190,499	721,391	751,262	780,301

Expense Portion Of Income Statement

Expenses:				
Pharmacist Salary	132,000	165,000	173,250	181,913
Employee's wages	48,000	60,000	63,000	66,150
Operations Manager	18,000	22,500	23,625	24,806
PR/Taxes/Benefits	63,840	79,800	83,790	87,980
Total P/R Expenses.....	261,840	304,800	320,040	336,042
Rent/Utilities	0	0	0	0
Prescription containers (.5% of gross rev.)	6,150	12,122	12,942	13,797
Delivery Costs (.6% of gross rev.)	8,681	21,819	23,296	24,834
Computer (5 year lease/maintenance per month)	12,600	13,608	14,152	14,718
Advertising(.4% of gross rev.)	4,920	9,697	10,354	11,037
Insurance(.5% of gross rev.)	6,150	12,122	12,942	13,797
Postage (.5% of gross rev.)	6,150	12,122	12,942	13,797
Interest Expense (Phone Lease)	1,469	1,173	863	536
Prepaid Startup Costs	0	5,000	5,000	0
Board of Directors	0	30,000	35,000	40,000
Good Neighbor Fee	2,394	4,788	4,788	4,788
All other expenses (2.7% of gross revenues)	33,212	65,457	69,889	74,502
Total Other Operating Expenses	81,727	187,908	202,170	211,805
Total Expenses.....	343,567	492,708	522,210	547,847
Net Income from Operations before Taxes	-153,068	228,683	229,052	232,454
Taxes Paid	0	0	0	0
Net Income from Operations After Taxes	-153,068	228,683	229,052	232,454

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Form of Operating Agreement for Bengal Pharmacy LLC

**OPERATING AGREEMENT
OF
BENGAL PHARMACY, LLC**

The undersigned, pursuant to the Idaho Uniform Limited Liability Company Act, Title 30, Chapter 6, Idaho Code ("Act"), hereby enters into this Operating Agreement ("Agreement") to govern the conduct and affairs of Bengal Pharmacy, LLC, an Idaho limited liability company (the "Company").

ARTICLE 1 - FORMATION

1.1. Organization. On _____, 2013, the member organized the Company by causing a Certificate of Organization to be filed with the Idaho Secretary of State pursuant to the Act.

1.2. Company Name. The name of the Company is Bengal Pharmacy, LLC. The Company may do business under that name or any other name the member determines. If the Company does business under a different name, the Company shall file an assumed name certificate as required by law.

1.3. Registered Agent. The Company's initial registered agent is John Gregory, ISU Foundation, 921 South 8th Avenue, Pocatello, Idaho 83209. The registered agent may be changed from time to time pursuant to the Idaho Registered Agents Act.

1.4. Designated Office. The Company's designated office is 921 South 8th Avenue, Stop 8050, Pocatello, Idaho 83209. The Company may locate its designated office at any other place the member deems advisable.

1.5. Duration. The Company shall exist until it is dissolved in accordance with the provisions of this Agreement or the Act.

1.6. Nature of Business. The Company is organized to operate a pharmacy and related services and to engage in all lawful practices and activities necessary, desirable, or incidental to the accomplishment of the foregoing for the benefit of the member.

ARTICLE 2 - MEMBER

2.1. Single member. The Company is presently a single-member limited liability company. The member of the Company is set forth in Appendix A attached hereto.

2.2. Limitation of Liability of member. The debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, are solely the debts, obligations or liabilities of the Company and do not become the debts, obligations or liabilities of the member simply by reason of its being a member of the Company. Except as otherwise provided in nonwaivable provisions of law, the member shall not have any liability to the Company for any loss suffered by the Company that arises out of action or inaction of the member.

ARTICLE 3 - MANAGEMENT

3.1 Management. The business and affairs of the Company shall be managed by a board of at least four (4) nonmember managers (hereinafter referred to singly or plurally as “manager”) appointed by the member. Management decisions shall be made by the affirmative vote of a majority of the managers.

3.2 Number, Tenure and Initial Managers. The Company shall initially have four (4) managers. Managers shall hold office until their successors are elected and qualified. In the event of a tie vote amongst the Board of Managers on any matter, the matter will be submitted to the Vice President for Advancement at Idaho State University for a final decision.

3.3 Powers of Manager. Except where approval of the member is required in Section 3.4, any other provision of this Agreement, any financing agreement, or by non-waivable provisions of applicable law, the managers shall have full and complete authority, power, and discretion to manage and control the business, affairs, and properties of the Company, to make all decisions regarding those matters and to perform any and all other acts or activities customary or incident to the management of the Company’s business. Without limiting the generality of this Section 3.3, the managers shall have power and authority, on behalf of the Company:

a) To acquire real property and personal property. The fact that a manager is directly or indirectly affiliated or connected with a seller of property shall not prohibit the manager from dealing with such seller, provided that, in such event, the transaction is approved by the member after full disclosure of all material facts and interests related to the manager’s affiliation or connection with such seller.

b) To borrow money not exceeding one hundred thousand DOLLARS (\$100,000) for the Company from banks, other lending institutions, the manager, member, or affiliates of the manager or member, on such terms as the manager deems appropriate, and, in connection therewith, to hypothecate, encumber, and grant security interests in the assets of the Company to secure repayment of the borrowed sums.

c) To purchase liability and other insurance in amounts necessary to reasonably protect the Company’s property and business.

d) To invest Company funds temporarily (by way of example but not limitation) in time deposits, short-term governmental obligations, commercial paper, or other investments.

e) Following any consent of the member required by this Agreement or the Act, to execute on behalf of the Company all instruments and documents, including, without limitation, checks; drafts; notes and other negotiable instruments; mortgages or deeds of trust; security agreements; financing statements; documents providing for the acquisition, mortgage, or disposition of the Company's property; assignments; bills of sale; leases; partnership agreements; operating agreements of other limited liability companies; and any other instruments or documents necessary, in the opinion of the manager, to the business of the Company.

f) To employ accountants, legal counsel, managing agents, or other experts to perform services for the Company and to compensate them from Company funds.

g) To enter into any and all other agreements on behalf of the Company, with any other person for any purpose, in such forms as the manager may approve.

h) To do and perform all other acts as may be necessary or appropriate to the conduct of the Company's business.

i) Unless expressly authorized by this Agreement or a manager of the Company, no attorney-in-fact, employee or other agent of the Company shall have power or authority to bind the Company in any way, to pledge its credit, or to render it liable for any purpose. No member shall have any power or authority to bind the Company unless the member has been authorized by the manager to act as an agent of the Company in accordance with the previous sentence.

3.4 Limitations on Powers of Manager. Notwithstanding the powers enumerated in section 3.3, the following decisions or actions shall require the approval of the member:

a) The borrowing of money in excess of one hundred thousand DOLLARS (\$100,000) for the Company from banks, other lending institutions, the manager, member, or affiliates of the manager or member, and, in connection therewith, to hypothecate, encumber, and grant security interests in the assets of the Company to secure repayment of the borrowed sums.

b) The filing of any petition under federal or state bankruptcy or insolvency laws with respect to the Company, or the making of any general assignment or transfer for the benefit of creditors.

c) The execution of any instrument, the effect of which, or the filing of any judicial proceeding, the object of which, shall be the voluntary or involuntary dissolution of the Company, or the appointment of any receiver on its behalf.

d) The execution of any promissory note, guaranty, or other instrument which obligates the Company or its member for the payment of the debts or obligations of the member or any other person, or which encumbers the property or assets of the Company as collateral or security therefor.

e) The sale, exchange, or other disposition of all, or substantially all, of the Company's assets. All or substantially all of the Company's assets may not be sold without the member's approval.

3.5 Member's Standard of Conduct. The member shall discharge its duties and exercise its rights under this Agreement consistently with the contractual obligation of good faith and fair dealing.

3.6 Manager's Standards of Conduct. The managers owe to the Company and to the member the following fiduciary duties of loyalty and care:

a) To account to the Company and hold as trustee for it any property, profit or benefit derived by the manager a) in the conduct or winding up of the Company business, b) from the use of Company property, or c) from the appropriation of a Company opportunity.

b) To refrain from dealing with the Company, or acting on behalf of a person having an interest adverse to the Company, in the conduct or winding up of the Company business.

c) To refrain from competing with the Company in the conduct of the Company business prior to the dissolution of the Company.

d) Subject to the business judgment rule, to act with the care in the conduct and winding up of the Company business that a person in a like position would reasonably exercise under similar circumstances and in a manner the manager reasonably believes to be in the best interest of the Company. In discharging this duty, the managers may rely in good faith upon opinions, reports, statements or other information provided by another person that the managers reasonably believe is a competent and reliable source for the information.

e) To discharge his or her duties and exercise his or her rights under this Agreement consistently with the contractual obligation of good faith and fair dealing.

f) The member may authorize or ratify, after full disclosure of all material facts, a specific act or transaction that otherwise would violate the foregoing standards of conduct.

3.7 Indemnity of Member and Managers. To the fullest extent permitted by law, the Company shall indemnify the member from and against any and all personal liability for any debt, obligation or other liability incurred by a member in the course of their activities on behalf of the Company and from and against any loss, claim (including without limitation tort and environmental claims), expense (including without limitation attorney fees) or damages that relate to the member's status, activities, or inactions as a member of the Company or relate to the Company's property, business, or affairs. The Company shall indemnify a manager from and against any debt, obligation, or other liability incurred by the manager in the course of the manager's activities on behalf of the Company, if, in making the payment or incurring the debt, obligation, or other liability, the manager complied with the duties stated in this Article 3.

3.8 Resignation. Any manager of the Company may resign at any time by giving written notice to the member. The resignation of a manager who is also a member shall not affect the manager's rights as a member and shall not constitute a withdrawal of a member.

3.9 Removal. Any manager may be immediately removed, with or without cause, at any time by the member.

3.10 Vacancies. Any manager vacancy shall be filled by a person appointed by the member.

3.11 Salaries, Sick Leave, and Vacation. The salary and other compensation of the managers, if any, shall be fixed from time to time by the member.

3.12 Manager Reporting. The manager shall provide a quarterly report to the member, which report shall provide all information requested by the member for such quarter. If the member does not request specific information from the manager for a quarter, the manager's report shall provide a quarterly profit and loss statement, balance sheet, and summary of activities for the quarter. Such report is due to the member no later than two full business weeks after the end of the subject quarter.

ARTICLE 4 - OFFICERS

4.1. Officers. The managers may appoint officers of the Company which may consist of any combination of a president, one or more vice presidents, a treasurer, and a secretary. The same person may hold any number of such offices.

4.2. Term of Office, Duties, and Compensation. The term of office, duties, and compensation of officers shall be determined by the manager and may be altered from time to time at the will of the manager, subject to the rights, if any, of said officers under any written employment agreement with the Company.

4.3. Officer Removal and Vacancies. Subject to the terms under any written employment agreement with the Company, any officer may be removed, with or without

cause, by the manager, and any officer may resign at any time upon written notice to the Company unless provided otherwise in the officer's written employment agreement with the Company, if any.

4.4. Limitation of Officer Authority. The following actions shall not be effective unless they are previously approved in writing by a majority of the managers and member:

- (a) Any Company transaction not in the ordinary course of business, or that would be inconsistent with the nature of the Company's business.
- (b) Sale of all or substantially all of the Company's assets.
- (c) Amendment of the Company's Certificate of Organization.
- (d) Any activity that will cause the Company to make any investment in a corporation, partnership or limited liability company.
- (e) Borrowing money in excess of one hundred thousand DOLLARS (\$100,000) for the Company from any person or institution.
- (f) Filing bankruptcy, making a general assignment or transfer of Company assets for the benefit of creditors, or executing an instrument or filing a judicial document the object of which is the voluntary or involuntary dissolution of the Company or the appointment of a receiver on its behalf.
- (g) Executing a promissory note, guaranty, or other instrument that obligates the Company or the member to pay debts or obligations, or that encumbers the assets of the Company as collateral or security therefor.

4.5. Indemnity of Officers, Employees, and Other Agents. The Company may indemnify its officers, employees and other agents to the fullest extent permitted by law, provided that such indemnification in any given situation is approved by the member in its sole discretion.

ARTICLE 5 - RELATIONSHIP WITH IDAHO STATE UNIVERSITY

5.1 Loaned Employees. From time to time employees of Idaho State University ("University") may provide services pursuant to the Company. Such employees shall serve pursuant to a Loaned Employee Agreement signed by the University and the Company, which shall set forth their particular responsibilities and duties.

5.2 Limited Authority of University Employees. Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University

Vice-President or equivalent position) shall be permitted to have responsibility or authority for Company policy making, financial oversight, spending authority, investment decisions, or the supervision of Company employees.

5.3 Support Staff Services. The University may provide administrative, financial, accounting, and development services to the Company, as set forth in a written service agreement signed by the University and the Company. All University employees who provide support services to the Company shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Company in a written Loaned Employee Agreement. The Company will pay directly to the University the portion of the overhead costs associated with the services provided to the Company pursuant to the service agreement. The portion of such costs shall be determined by the agreement of the Parties.

5.4. University Facilities and Equipment. The University may provide the use of the University's office space, equipment and associated services to the Company's employees upon the terms agreed to by the University and the Company. The terms of use (including amount of rent) of the University's office space, equipment and associated services shall be as set forth in a written service agreement to be signed by the University and the Company.

5.5. No Company Payments to University Employees. Notwithstanding any provision of this Agreement to the contrary, the Company shall not make any payments directly to a University employee in connection with any resources or services provided to the Company pursuant to this Article of this Operating Agreement.

ARTICLE 6 - CAPITAL CONTRIBUTIONS

6.1. Initial Contribution. Upon agreement between the member and Idaho State University, acting through its College of Pharmacy ("CoP"), CoP has made or shall make the initial capital contribution of \$300,000 through its Wallace Spendable Account, which is maintained by the member for the benefit of the CoP.

6.2. Additional Contributions. The member or the CoP may make additional capital contributions to further the interests of the Company as the member or the CoP each desires. Neither the member nor the CoP shall have any obligation to make additional contributions.

6.3. Bank Accounts. All Company funds shall be deposited in a bank account or accounts opened in the Company's name. The manager shall determine the financial institution(s) at which such accounts will be maintained, the types of accounts, and the persons who will have deposit and withdrawal authority thereon. However, notwithstanding any provision herein, the manager must receive the written approval of

the member if the manager wishes to maintain account(s) at a financial institution other than Key Bank or Wells Fargo.

6.4. Interest on and Return of Capital Contributions. Neither the member nor the CoP is entitled to earn interest on any capital contribution, and each may only receive a return of its capital contribution if all debts, liabilities and obligations of the Company have been paid or satisfied or the property or assets of the Company are sufficient to pay them.

ARTICLE 7 - ALLOCATIONS AND DISTRIBUTIONS

7.1. Allocation of Profits and Losses. All items of income, gain, loss, deduction and credit of the Company (including items not subject to federal and state income tax) shall be treated for federal and state income tax purposes in a manner consistent with the Company's choice of entity type for tax purposes under the Internal Revenue Code and accompanying regulations.

7.2. Cash Distributions. Distributions shall be made at such times and in such amounts as determined by the member and shall be in accordance with any written agreement relating thereto by and between the University and the member relating to the Company.

7.3. Overall Limitation on Distributions. Notwithstanding any other provision herein, no distribution shall be declared and paid if, after such distribution is made, the Company would not be able to pay its debts as they become due in the ordinary course of the Company's activities or the fair market value of the assets of the Company are not in excess of all liabilities, except that the Company shall make such distributions to the member necessary for the member to pay its tax obligations on Company income for federal and state tax purposes.

ARTICLE 8 - TAXES

8.1. Tax Returns. The member shall cause to be timely prepared and filed all necessary federal and state income, employment, and excise tax returns for the Company. The member shall make such elections permitted under the Internal Revenue Code which it deems to be in the best interest of the member and the Company.

8.2. Fiscal Year/Accounting Method. The Company's fiscal year shall be the calendar year. The Company's accounting records shall be kept on a method to be determined by the member upon the advice of the Company's accountant and subject to the limitation and requirements of the Internal Revenue Code.

ARTICLE 9 - TRANSFER RESTRICTIONS

This Agreement is being entered into for the purposes of creating a single member limited liability company under the Act. If the member desires to transfer any part of its membership interest or add new member to the Company, then prior to taking such action (a) the member shall consult with counsel regarding the consequences of such transfer, including, without limitation, the tax consequences of such transfer, and (b) this Agreement shall be amended accordingly.

ARTICLE 10 - DISSOLUTION

10.1. Dissolution. Unless the member elects to continue the Company, the Company shall be dissolved upon the happening of any of the events specified in Idaho Code section 30-6-701.

10.2. Winding Up. Upon dissolution, the member shall take all actions reasonably necessary to wind up the Company pursuant to the Act. An accounting shall be made of the Company's assets, liabilities and operations, the assets of the Company shall be liquidated as promptly as practicable, and the liabilities of the Company shall be discharged. The remaining assets of the Company shall be distributed to the member, either in cash or in kind and/or the CoP if provided in a written agreement by and between the member and the CoP. As provided by the Act, in winding up the Company the member may file a Statement of Dissolution with the Idaho Secretary of State. Upon completion of the winding up, the Company shall be deemed terminated.

ARTICLE 11 - MISCELLANEOUS PROVISIONS

11.1. Books of Accounts and Records. Proper and complete records and books of account shall be kept or shall be caused to be kept by the member in which shall be entered fully and accurately all transactions and other matters relating to the Company's business in such detail and completeness as is customary and usual for businesses of the type engaged in by the Company. Such books and records shall at all times be maintained at the principal office of the Company.

11.2. Application of Idaho Law. This Agreement shall be governed by the laws of the State of Idaho.

11.3. Amendments. The member may amend this Agreement and the Company's Certificate of Organization at any time in writing.

11.4. Headings. The headings in this Agreement are inserted for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent or intent of this Agreement or any provision hereof.

11.5. Severability. If any provision of this Agreement, or the application thereof to any person or circumstance shall be invalid, illegal, or unenforceable to any extent,

the remainder of this Agreement and the application thereof shall not be affected and shall be enforceable to the fullest extent permitted by law.

11.6. Heirs, Successors, and Assigns. Each and all of the covenants, terms, provisions, and agreements herein contained shall be binding upon and inure to the benefit of the member and, to the extent permitted by this Agreement, his heirs, legal representatives, successors and assigns.

11.7. Entire Agreement. This Agreement constitutes the complete operating agreement of the Company. It supersedes all prior written and oral statements, including any prior representation, statement, condition or warranty.

CERTIFICATE

The undersigned hereby agrees, acknowledges, and certifies that the foregoing Operating Agreement and attached Appendices constitutes the Operating Agreement of Bengal Pharmacy, LLC, adopted as of _____, 2013.

**IDAHO STATE UNIVERSITY FOUNDATION,
INC.**

By _____

ARLO LUKE

As its President

APPENDIX A

Member

Address

Idaho State University
Foundation, Inc.

921 South 8th Avenue, Stop 8050
Pocatello, Idaho 83209

FORM OF LOANED EMPLOYEE AGREEMENT

AGREEMENT FOR LOANED EMPLOYEE

IDAHO STATE UNIVERSITY/BENGAL PHARMACY LLC

This Agreement is entered into by and between Idaho State University, a state educational institution, and a body politic and corporate organized and existing under the laws of the state of Idaho (“University”), and Bengal Pharmacy LLC, (“Pharmacy”) a limited liability company whose sole member is the Idaho State University Foundation (“ISUF”).

BACKGROUND

- A. The ISUF, incorporated as a 501(c)(3) organization in 1967, raises and manages private funds for the benefit of the University,
- B. The Pharmacy operated a pharmacy primarily for the purpose of providing pharmacy services to students and employees of the University and for providing educational and research opportunities for faculty and students in the University’s College of Pharmacy, and
- C. University has agreed to loan its employee, **NAME** (“Loaned Employee”), to Pharmacy to act in the capacity of _____ for Pharmacy.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and University.

- a. Loaned Employee may be an exempt, fiscal year employee of the University subject to all applicable policies and procedures of the Board and the University, or a classified employee subject to the applicable State of Idaho, State Board and/or University rules and procedures.
- b. Loaned Employee will be paid at a fiscal year salary rate of **\$AMOUNT**, payable on the regular bi-weekly paydays of the University. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification.
- c. University shall be responsible for the payment of all salary and benefits to Loaned Employee. University shall be responsible for all payroll-related taxes, benefits costs, and other related payroll costs arising out of the Loaned Employee’s employment with University.

2. Relationship between Pharmacy and Loaned Employee.

- a. Loaned Employee will work full time and shall be under the exclusive supervision, direction and control of the Pharmacy during the performance of her/his duties under this Agreement. Such duties shall include, **INSERT SPECIFIC DUTIES OF LOANED EMPLOYEE** Loaned Employee will report directly to Pharmacy Operations Manager or her/his designee, who shall determine her/his duties. Loaned Employee will be

considered a loaned employee under the workers' compensation law of the State of Idaho.

- b.** Pharmacy is solely responsible for payment of income, social security, and other employment taxes, if any, due to the proper taxing authorities arising from its payment of reimbursements to Loaned Employee. Pharmacy agrees to indemnify, defend, and hold the University harmless from any and all liabilities, losses, claims or judgments relating to the payment of these taxes.
- c.** No later than ninety (90) days prior to the end of the term of this Agreement, and each subsequent term, if any, Pharmacy will evaluate the performance of Loaned Employee. In the case where the Loaned Employee is a classified employee, such evaluation shall occur in accordance with rules and procedures applicable to such employees. Pharmacy will provide a copy of the evaluation document to the University no later than fourteen (14) days after the evaluation is completed.
- d.** Pharmacy may terminate or non-renew Loaned Employee's employment contract, or discipline Loaned Employee in accordance with Pharmacy's procedures and applicable law, any such termination or non-renewal shall constitute grounds for termination, non-renewal or discipline of Loaned Employee by the University, provided however, particularly when the Loaned Employee is a classified employee, any contemplated termination shall be subject to applicable legal and procedural requirements of the State of Idaho and the University.

3. Relationship between Pharmacy and University.

- a.** Pharmacy will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits including payroll-related taxes, benefits, and other related payroll costs and the costs associated with travel approved by Pharmacy. Such costs will be billed quarterly and paid to the University.
- b.** University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, Pharmacy shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of one year following the completion of this Agreement.
- c.** The furnishing of Loaned Employee shall not be considered a professional service of the University. At no time during the performance of this Agreement shall the Loaned Employee receive or act under instructions from the University regarding the work performed on behalf of Pharmacy.
- d.** University shall have no liability to Pharmacy for loss or damage growing out of or resulting from the activities of the Loaned Employee. Pharmacy therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing board, officers, employees, and agents, and the Loaned Employee from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities, including but

not limited to injuries (including death) to persons and for damages to property (including damage to property of Pharmacy or others) arising out of or in connection with the activities of the Loaned Employee under this Agreement. The limitation on liability and any agreement to defend, indemnify, or hold harmless expressed in the Agreement shall apply even in the event of the fault or negligence of the Loaned Employee.

4. General Terms

- a. **Term, Termination.** This Agreement will terminate on the same day as Loaned Employee's contract as an exempt employee of the University terminates, or in the case of classified employees, after applicable rules and procedures have been followed, or upon Employee's resignation or other separation from employment, whichever is earlier. By mutual written consent, in conjunction with any renewal of the Loaned Employee's contract as an exempt employee of the University, the parties may extend the term of this Agreement for a term equal to the term of the exempt Loaned Employee's renewed contract with the University, or in the case of a classified employee, continued into the next ensuing fiscal year, such that the term of this Agreement shall always be equal to the term of Loaned Employee's status as an exempt or classified employee of the University. The Loaned Employee remains subject to all applicable Board and University policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline for adequate cause, and where applicable, rules and procedures pertaining to classified employees.
- b. **Governing Law.** This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bannock County.
- c. **Notice.** 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:

To Pharmacy:

Bengal Pharmacy
 c/o President, Idaho State University Foundation
 921 South 8th Ave. Stop 8050
 Pocatello, ID 83209-8050
 Phone: (208) 282-3470
 Fax: (208) 282-4994

To the University:

Idaho State University
 Vice President for Advancement
 821 South 8th Ave, Stop 8024

Pocatello, ID 83209-8024
Phone: (208) 282-3198
Fax: (208) 282-4487

To the Loaned Employee:
EMPLOYEE NAME

Last address on file with University's Human Resources

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

- d. Waiver.** Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.
- e. Attorney's Fees.** In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

IDAHO STATE UNIVERSITY

BENGAL PHARMACY LLC

James A. Fletcher, Vice President
Finance and Administration
Date: _____

Date: _____

LOANED EMPLOYEE concurrence and commitment:

Date: _____

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Bengal Pharmacy Benefits Discussion

Benefits of Bengal Pharmacy LLC

Bengal Pharmacy would afford a variety of benefits to the ISU, the College of Pharmacy, its faculty and students, the public, and the ISU Foundation.

Benefits to the College of Pharmacy and its Faculty and Staff: The Bengal Pharmacy would provide financial, educational, and experiential learning benefits to the faculty and staff of the College of Pharmacy (COP). A number of faculty will members will be reimbursed for their time in managing and guiding the pharmacy. This effort will be in addition to their regular teaching and research obligations and the amounts they are paid will be an initial step in bringing their salaries to a competitive level while not increasing state appropriation needs. This effort will also provide an educational service as faculty members seek effective mechanisms by which the pharmacy can provide remote services to rural communities that are both permissible under applicable licensing restrictions and efficient and effective from a business and customer service perspective. Indeed this work could establish a model for other public or private entities to provide innovative pharmaceutical services and care to patients in rural areas. Professors from ISU's College of Pharmacy would also be assigned to the pharmacy to satisfy their clinical affiliation obligations. In addition, the College of Pharmacy will benefit from the income that is derived from the operation of the Bengal Pharmacy, enhancing its abilities to fund research, scholarships, salaries, and other valuable programs.

Benefits to College of Pharmacy Students: In addition, the pharmacy will provide educational, research, and employment opportunities for students at the College of Pharmacy. It will offer "hands-on" educational opportunities that allow pharmacy students and residents to actively engage in a unique pharmacy practice incorporating tele-pharmacy, traditional pharmacy, a heavy emphasis on special population pharmacy services, and greater exposure to research opportunities. The proposed pharmacy would employ at least one pharmacist and as many student interns and residents from ISU's pharmacy and residency programs as possible. Indeed, pharmacy and other health care students are required to serve internships as part of their academic requirements. It is getting increasingly harder to find hospitals and pharmacies to place our students in because the providers are demanding that ISU (or the State of Idaho) indemnify them for any mistakes the students might make while working in their facility, even though the students are supervised by the facilities' own staffs. This entity, like the various other clinics currently operated by ISU, would provide an additional vehicle for these internships. By working at the pharmacy, students will develop skills and abilities that are becoming increasingly more important in the current healthcare environment. Partnering with Health West will allow both faculty and students to make valuable and important contacts in the health care industry and to learn to work collaboratively with an industry partner in enhancing patient care. We believe that this collaboration will also be beneficial in building additional industry partnerships and creating additional research opportunities. Indeed, we see a potential for students from other ISU colleges to participate in research and/or consulting opportunities by advising the pharmacy on strategic initiatives and issues.

Benefits to the ISU Community: Other ISU students and ISU's faculty and staff will also benefit from the establishment of the Bengal Pharmacy through more comprehensive pharmacy services, expanded hours, and delivery services.

Benefits to the Community: The Bengal Pharmacy will operate as a "filling agent" to Health West under the federal 340-B program, a program that allows qualified health care clinics like Health West to purchase drugs at a discount to help them serve underinsured populations. In this capacity, the Bengal Pharmacy will look for ways to provide the pharmacy services in Health West's clinics, including in Pocatello, McCammon, Lava, and Downey. The latter three communities do not currently have pharmacies. The existing pharmacies closest to these communities are in Pocatello. Pocatello is 23 miles from McCammon, 21 miles from Lava, and 39 miles from Downey. If we cannot put remote pharmacies in these sites, we will use tele-pharmacy to the extent possible. Thus, the pharmacy will benefit the citizens of Southeast Idaho and potentially the entire State as remote pharmacy services are offered to communities who currently have little or no local pharmacy service available to them. It will also enhance the access and affordability of medications for those patients who need them.

Benefits to the ISU Foundation: In addition, the ISU Foundation will benefit from the income that is derived from the operation of the Bengal Pharmacy, enhancing its abilities to fund scholarships and other valuable programs.

Competition:

Currently, ISU operates a number of other healthcare-related clinics, each of which utilizes ISU students in providing services to the public and each of which competes with local providers of these services. These include:

1. ISU Family Medicine, which is offered in partnership with Health West, Inc., and which provides fee-based medical services to the public using professionals from Health West and interns from ISU's residency program;
2. ISU Speech, Language and Hearing Clinic, which provides fee-based speech and language evaluation services, individual and group speech and language therapy sessions, and other communication services, hearing assessment and rehabilitation, including hearing aid evaluation, auditory processing evaluation, audiologic rehabilitation and cochlear implants;
3. ISU Meridian – Speech & Language Clinic (no hearing related services), which provides fee-based speech and language evaluation services, individual and group speech and language therapy sessions, and other communication services;
4. ISU Family Dentistry Clinic and the ISU Dental Hygiene Clinic, which provide fee-based dental services to the public;

5. ISU Psychology Clinic, which provides sliding scale, fee-based adult and child counseling services, learning disability testing, as well as memory and cognitive assessments to the public;
6. ISU Physical and Occupational Therapy Associates, which provides physical and occupational therapy services fee-based to the public;
7. VA Audiology Clinic, which provides hearing evaluation, hearing aid evaluation, auditory processing evaluation, audiologic rehabilitation, cochlear implant and other hearing-related services for those eligible for Veterans Services; and
8. ISU-College of Technology Massage Therapy Clinic, which provides fee-based therapeutic massage services to the public.

The only real difference between the Bengal Pharmacy proposal and the existing clinics is that we are proposing that the pharmacy operate as an LLC under the ISU Foundation. This should not make a difference in terms of the competition policy. The only reason we are proposing to put this under the Foundation is because ISU has difficulty in dealing with profit-making ventures and we would like to operate this pharmacy in a way to maximize education benefits but at the same time return a profit (likely a small one) to the Foundation.

Given that the primary reason for operating the pharmacy is educational and that the competition issues are no greater than those posed by the operation of other healthcare clinics, we believe that this venture does not violate the State Board of Education's policy on competition. Also, given the way insurance contracts work in this area, the Bengal Pharmacy will not be undercutting local pharmacies on price.

**OPERATING AGREEMENT
BETWEEN
IDAHO STATE UNIVERSITY FOUNDATION, INC.
AND
IDAHO STATE UNIVERSITY**

THIS AGREEMENT, entered into as of this ____ day of , _____ 2011, is between Idaho State University, herein known as “University” and the Idaho State University Foundation, Inc., herein known as “Foundation”.

WHEREAS, the Foundation was organized and incorporated in 1967 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the University, and provide opportunities for students and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University; soliciting cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, furthermore, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Agreement, personnel experienced in planning for and managing private contributions and works with the University to assist and advise in such activities.

WHEREAS, the parties hereby acknowledge that they will at all times conform to and abide by, the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations policy, § V.E., and that they will submit this Agreement for initial prior State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

ARTICLE I

Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes the Foundation shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable policies of the State Board; or (3) the role and mission of the University.

ARTICLE II

Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the University and the State Board. All amendments of such documents shall also be provided to the University and the State Board. Furthermore, the Foundation shall, to the extent practicable, provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws.

ARTICLE III

University Resources and Services

1. University Employees.

a. *University/Foundation Liaison:* The University's Vice President for University Advancement shall serve as the University's Liaison to the Foundation.

- i. The University's Vice President for University Advancement shall be responsible for coordinating the University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the University to the Foundation.
- ii. The Vice President for University Advancement or her/his designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the University to the the Foundation's Board of Directors regarding the University's coordination with the Foundation's fundraising efforts.

b. *Finance Director:* The *Finance Director* of the Foundation is an employee of the University loaned to the Foundation. All of the *Finance Director's* services shall be provided directly to the Foundation as follows:

- i. The *Finance Director* shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the *Finance Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in iii below. The *Finance Director* shall be subject to the control and direction of the Foundation.
- ii. The *Finance Director* shall be an employee of the University and entitled to University benefits to the same extent and on the same

terms as other full-time University employees of the same classification as the *Finance Director*. The Foundation shall reimburse the University for all costs incurred by the University in connection with the University's employment of the *Finance Director* including such expenses as salary, payroll taxes, and benefits.

- iii. The Foundation and the University shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the *Finance Director* is an employee of the University but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the University with respect to the *Finance Director*, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall also result in termination of any obligation of the University to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the University.
3. Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or her/his designee. Further, the Foundation shall have the primary role in hiring a Loaned Employee, subject to applicable State or University requirements.

c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Agreement shall also serve pursuant to a Loaned Employee Agreement, Exhibit "A", which shall set forth their particular responsibilities and duties.

d. *Limited Authority of University Employees.* Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President

or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Staff Services. The University shall provide administrative, financial, accounting, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All University employees who provide support services to the Foundation shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the University the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. University Facilities and Equipment. The University shall provide the use of the University's office space, equipment and associated services to the Foundation's employees upon the terms agreed to by the University and the Foundation. The terms of use (including amount of rent) of the University's office space, equipment and associated services shall be as set forth in the Service Agreement, Exhibit "B" hereto.

4. No Foundation Payments to University Employees. Notwithstanding any provision of this Agreement to the contrary, the Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Foundation pursuant to this Article of this Operating Agreement.

ARTICLE IV

Management and Operation of Foundation

1. Gift Solicitation.

a. *Authority of Vice President for University Advancement.* All Foundation gift solicitations shall be subject to the direction and control of the Vice President for University Advancement.

b. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

c. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University, and where required by State Board policy, approval of the State Board. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the University shall be approved by the State Board before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted and Unrestricted Gift Transfers.* The Foundation may make restricted donations to the University. Such donated funds will only be expended by the University pursuant to the terms of such restrictions. The Foundation may also make unrestricted donations to the University. Such donated funds will be expended under the oversight of the University President in compliance with state law and University policies. All expenditures notes in this section must comply with the I.R.S. 501(c)(3) code and be consistent with the Foundation's sole mission to support the University.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions with the University. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature

authority for financial transactions be a University employee nor a “Loaned Employee” as that term is used in this Agreement.

b. *Expenditures.* All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

- a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.
- b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. The institution has raised scholarship funds through an institution activity and the institution wishes to deposit the funds with the foundation for investment and distribution consistent with the scholarship nature of the funds.
- d. Transfers of a *de minimis* amount not to exceed \$10,000 from the institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general university support purposes. This exception shall not apply to payments by the institution to the Foundation for obligations of the institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate, password protected accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some

Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis. Further, the Foundation shall make data available to external auditors as necessary to complete audit responsibilities.

8. Insurance. To the extent that the Foundation is not covered by the State of Idaho Retained Risk program, the Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the University any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation which are attached hereto as Exhibit "D" and the Foundation's Amended and Restated Bylaws which are attached as Exhibit "E." The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the University and the State Board.

11. Conflicts of Interest and Ethical Conduct. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set forth as Exhibit "F", and the Foundations Code of Ethical Conduct is set forth as Exhibit "G".

ARTICLE V

Foundation Relationships with the University

1. Access to Records. The Foundation shall establish and enforce policies to protect donor confidentiality and rights. The donor database, as well as other data, materials and information of the Foundation pertaining to past, current or prospective donors, are proprietary to the Foundation and constitute its confidential information and trade secrets. The University shall not access such information except in compliance with the Foundation's donor confidentiality policies. The Foundation and University shall take the steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.

The Foundation will provide access to data and records to the University on a need-to-know basis in accordance with applicable laws, Foundation policies, and guidelines. The University shall, at any time, have access to the financial records of the Foundation. The scope of this right of the University shall be construed as broadly as needed to conduct a complete audit of the Foundation as such an audit would be conducted under generally accepted accounting procedures if the University should so require. Provided, however, that the University need not conduct an audit to be provided such access, but shall be provided such access at any time.

The University's access shall not include donor specific data such that would provide individually identifiable information about donors or their donations made to the Foundation.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President and any designee of the University's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Except to the extent that records are confidential (including confidential donor information), the Foundation agrees to be open to public inquiries for information that would normally be open in the conduct of University affairs and to provide such information in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Sections 9-337 – 9-350, except where otherwise required by state and federal law.

3. Name and Marks. Each Party hereby is granted a general, non-exclusive, royalty-free license to use the corporate name of the other, specifically: "Idaho State University" and "The Idaho State University Foundation" in all activities conducted in association with or for the benefit of the other. Use of the other Party's name must be in manner that clearly identifies the Parties as separate entities, and neither Party may use the other Party's name to imply approval or action of the other Party. Neither Party may delegate, assign, or sublicense the rights granted hereunder without express written consent from the other Party. This license does not extend to any identifying marks of either Party other than the specified corporate name. Use of other marks must receive prior written approval.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board of Directors will vote to accept such operating budget. Any of the University's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer. If the request is for reimbursement, the University shall provide appropriate documentation to the Foundation to ensure that the funds to be reimbursed were used in compliance with donor intent.

6. Attendance of University's President at Foundation's Board of Director Meetings. The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of University Employees. No supplemental compensation of University employees may be made by the Foundation. Provided the Foundation may reimburse the University for those benefits which are necessary for its normal course of operations, including, but not limited to, travel and continuing professional education. This is not intended to proscribe reimbursement by the Foundation of the University's expenses associated with "Loaned Employees" as set forth elsewhere in this Agreement, nor the payment of funds by the Foundation to the University in support of endowed chairs or similar faculty positions.

ARTICLE VI

Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.
2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the Board, in accordance with the Board's schedule for receipt of said annual audit. The Foundation's Annual Statements may be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Board Standards Board (GASB). Accordingly, the University, which follows a GASB format, is required to include the Foundation in its Financial Statements. Therefore, if the Foundation presents its audited Financial Statement under FASB, Schedules reconciling the FASB Statements to GASB standards must be provided to the State of Idaho in the detail required by GASB standards. The annual audited Financial Statements and Schedules shall be submitted to the University's Office of Finance and Administration in sufficient time to incorporate the same into the State of Idaho's Comprehensive Annual Financial Review statements.

3. Separate Audit Rights. The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President and the State Board setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the University;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest and Code of Ethics and Conduct Policy Statement. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set as Exhibit "F", and its Code of Ethics and Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University and, if applicable under law or policy, the State Board of Education. University approval of any such contract shall comply with policies of the State Board of Education with respect to approval of University contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the University shall notify the State Board and where appropriate, the Idaho Legislature, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

ARTICLE VIII General Terms

1. Effective Date. This Agreement shall be effective on the date set forth above.
2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both parties. In addition, either party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either party may terminate this Operating Agreement in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the

Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event the parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved to the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every two (2) years or more frequently if otherwise requested by the State Board.

4. Modification. Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

5. Providing Document to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

6. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

7. Notices. Any notices required under this agreement may be mailed or delivered as follows:

To the University:

President
Idaho State University
921 South 8th Ave. Stop 8310
Pocatello, ID 83209-8410

To the Foundation:

Vice President for Advancement
Idaho State University
921 South 8th Ave. Stop 8024
Pocatello, ID 83209-8024

Finance Director
Idaho State University Foundation
921 South 8th Ave. Stop 8050
Pocatello, ID 83209-8050

8. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.

9. Liability. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

10. Indemnification. The University and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

11. Dispute Resolution. The parties agree that in the event of any dispute arising from this Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, the dispute will be referred to the Chair of the Foundation and the University President. If the Foundation and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unsolved, then, in such case, either party shall have the right to initiate litigation arising from this Agreement. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to

reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

12. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the University, to a reincorporated successor Foundation organized to benefit the University, or to the State of Idaho for public purposes, in accordance with Idaho law.

13. Assignment. This Agreement is not assignable by either party, in whole or in part.

14. Governing Law. This Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this agreement on the above specified date.

Idaho State University

By: _____
Its: President

Idaho State University Foundation, Inc.

By: _____
Its: President

EXHIBIT "A"

Loaned Employee Agreement

EXHIBIT "A"

**AGREEMENT FOR LOANED EMPLOYEE
IDAHO STATE UNIVERSITY/IDAHO STATE UNIVERSITY FOUNDATION**

THIS AGREEMENT is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution, and a body politic and corporate organized and existing under the laws of the state of Idaho ("University"), and IDAHO STATE UNIVERSITY FOUNDATION, a private nonprofit corporation ("ISUF") effective for the period **APPROPRIATE ACADEMIC YEAR**.

BACKGROUND

A. The ISUF, incorporated as a 501(c)(3) organization in 1967, raises and manages private funds for the benefit of the University, and

B. University has agreed to loan its employee, **NAME** ("Loaned Employee"), to ISUF to act in the capacity of **INSERT POSITION** for ISUF.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and University.

a. Loaned Employee may be an exempt, fiscal year employee of the University subject to all applicable policies and procedures of the Board and the University, or a classified employee subject to the applicable State of Idaho, State Board and/or University rules and procedures.

b. Loaned Employee will be paid at a fiscal year salary rate of **\$AMOUNT**, payable on the regular bi-weekly paydays of the University. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification.

c. University shall be responsible for the payment of all salary and benefits to Loaned Employee. University shall be responsible for all payroll-related taxes, benefits costs, and other related payroll costs arising out of the Loaned Employee's employment with University.

2. Relationship between ISUF and Loaned Employee.

a. Loaned Employee will work full time and shall be under the exclusive supervision, direction and control of the ISUF Board of Directors during the performance of her/his duties under this Agreement. Such duties shall include, **INSERT SPECIFIC DUTIES**

OF LOANED EMPLOYEE Loaned Employee will report directly to ISUF President or her/his designee, who shall determine her/his duties. Loaned Employee will be considered a loaned employee under the workers' compensation law of the State of Idaho.

b. ISUF is solely responsible for payment of income, social security, and other employment taxes, if any, due to the proper taxing authorities arising from its payment of reimbursements to Loaned Employee. ISUF agrees to indemnify, defend, and hold the University harmless from any and all liabilities, losses, claims or judgments relating to the payment of these taxes.

c. No later than ninety (90) days prior to the end of the term of this Agreement, and each subsequent term, if any, ISUF will evaluate the performance of Loaned Employee. In the case where the Loaned Employee is a classified employee, such evaluation shall occur in accordance with rules and procedures applicable to such employees. ISUF will provide a copy of the evaluation document to the University no later than fourteen (14) days after the evaluation is completed.

d. ISUF may terminate or non-renew Loaned Employee's employment contract, or discipline Loaned Employee in accordance with ISUF's procedures and applicable law, any such termination or non-renewal shall constitute grounds for termination, non-renewal or discipline of Loaned Employee by the University. Provided however, particularly when the Loaned Employee is a classified employee, any contemplated termination shall be subject to applicable legal and procedural requirements of the State of Idaho and the University.

3. Relationship between ISUF and University.

a. ISUF will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits including payroll-related taxes, benefits, and other related payroll costs and the costs associated with travel approved by ISUF. Such costs will be billed quarterly and paid to the University.

b. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, ISUF shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of one year following the completion of this Agreement.

c. The furnishing of Loaned Employee shall not be considered a professional service of the University. At no time during the performance of this Agreement shall the Loaned Employee receive or act under instructions from the University regarding the work performed on behalf of ISUF.

d. University shall have no liability to ISUF for loss or damage growing out of or resulting from the activities of the Loaned Employee. ISUF therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing board, officers, employees, and agents, and the Loaned Employee from and against any and all claims, demands,

losses, damages, costs, expenses, and liabilities, including but not limited to injuries (including death) to persons and for damages to property (including damage to property of ISUF or others) arising out of or in connection with the activities of the Loaned Employee under this Agreement.

The limitation on liability and any agreement to defend, indemnify, or hold harmless expressed in the Agreement shall apply even in the event of the fault or negligence of the Loaned Employee.

4. General Terms

a. Term, Termination. This Agreement will terminate on the same day as Loaned Employee's contract as an exempt employee of the University terminates, or in the case of classified employees, after applicable rules and procedures have been followed, or upon Employee's resignation or other separation from employment, whichever is earlier. By mutual written consent, in conjunction with any renewal of the Loaned Employee's contract as an exempt employee of the University, the parties may extend the term of this Agreement for a term equal to the term of the exempt Loaned Employee's renewed contract with the University, or in the case of a classified employee, continued into the next ensuing fiscal year, such that the term of this Agreement shall always be equal to the term of Loaned Employee's status as an exempt or classified employee of the University. The Loaned Employee remains subject to all applicable Board and University policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline for adequate cause, and where applicable, rules and procedures pertaining to classified employees.

b. Governing Law. This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bannock County.

c. Notice. 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:

To ISUF:

Idaho State University Foundation
President
921 South 8th Ave. Stop 8050
Pocatello, ID 83209-8050

Phone: (208) 282-3470
Fax: (208) 282-4994

To the University:

Idaho State University
Vice President for Advancement
821 South 8th Ave, Stop 8024

Phone: (208) 282-3198
Fax: (208) 282-4487

Pocatello, ID 83209-8024
To the Loaned Employee:

EMPLOYEE NAME

Last address on file with University's Human Resources

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

d. Waiver. Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

e. Attorney's Fees. In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

IDAHO STATE UNIVERSITY

IDAHO STATE UNIVERSITY
FOUNDATION

James A. Fletcher, Vice President
Finance and Administration

William M. Eames, President

Date: _____

Date: _____

Kent Tingey, Vice President
University Advancement

Date: _____

LOANED EMPLOYEE concurrence and commitment:

Date: _____

EXHIBIT "B"

Service Agreement

EXHIBIT “B”**SERVICES AGREEMENT****IDAHO STATE UNIVERSITY– IDAHO STATE UNIVERSITY FOUNDATION**

THIS SERVICES AGREEMENT is entered into by and between Idaho State University , 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 IDAHO STATE UNIVERSITY FOUNDATION, a private nonprofit corporation (“ISUF”).

- A. The University agrees to provide to the ISUF the following administrative, financial, accounting, and investment support services.
 - 1. Administrative support for reconciliation between appropriate ISUF and ISU accounts such as scholarship and spendable accounts and appropriate revenue reports between ISUF and ISU, assist with transfer of gift funds to ISU, assist with monitoring gift fund use to ensure compliance with wishes of donor, ISUF policies and applicable laws..
 - 2. Administrative support for ISUF gift acceptance committee including analysis for evaluation of proposed gifts of real estate and analysis of gifts with unusual restrictions and/or financial/legal consequences, assist with transfers of gifted marketable securities and approved real estate to ISUF, assist with receipt of distributions from estates and trusts to ISUF.
- B. All University employees who provide support services to the ISUF shall remain University employees under the direction and control of the University.
- C. The University will supply the facilities, equipment, software and operating supplies necessary for the University employees supplying the above support services to the ISUF, the nature and location of which shall be in the University’s discretion. In addition, the University shall furnish office space and office equipment for use by the “loaned employees”, the nature and location of which shall be subject to agreement of the parties.
- D. The ISUF will pay directly to the University a reasonable consideration for the services, facilities, equipment, software and operating supplies provided to the ISUF pursuant to the Service Agreement based upon agreed upon budgets for the services and operations described herein. In conjunction with the University’s annual budget process, the University will prepare and present to the ISUF for consideration and acceptance an operating budget for the services and operations to be provided under this Agreement upon which the consideration shall be based.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the University’s fiscal year until terminated by either party. This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Services Agreement shall also terminate at the same time as any termination of the Operating Agreement between the

University and the ISUF dated February 5, 2009. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

IDAHO STATE UNIVERSITY

IDAHO STATE UNIVERSITY FOUNDATION

James A. Fletcher, Vice President
Finance and Administration

William M. Eames, President

Date: _____

Date: _____

EXHIBIT "C"

Investment Policy

EXHIBIT “C”**Idaho State University Foundation****Policy V D Investments****INVESTMENT POLICIES OF THE IDAHO STATE UNIVERSITY FOUNDATION****Preamble**

It is the policy of the Board to treat all assets of the Idaho State University Foundation, including funds that are legally unrestricted, as if held by the Idaho State University Foundation in a fiduciary capacity for the sake of accomplishing its mission and purposes. The following investment objectives and directions are to be judged and understood in light of that overall sense of stewardship. In that regard, the basic investment standards shall be those of a prudent investor as articulated in applicable state laws.

Investment Assets

For purposes of these policies, investment assets are those assets of the Idaho State University Foundation that are available for investment in the public securities markets as stocks, bonds, cash, or cash equivalents, either directly or through intermediate structures. Illiquid assets are described in the Idaho State University Foundation’s gift acceptance policies, and are governed by those rules and not by these investment policies.

Supervision and Delegation

The Board of the Idaho State University Foundation has adopted these policies and has formed an Investment Committee, described below, to whom it has delegated authority to supervise the Idaho State University Foundation investments. The committee and its counselors will act in accord with this investment policy (hereinafter “policy”), and all applicable laws and state and federal regulations that apply to nonprofit agencies including, but not limited to, the Uniform Prudent Investors Act and the Uniform Management of Institutional Funds Act. The Board reserves to itself the exclusive right to amend or revise these policies.

Investment Committee

It shall be the responsibility of the Investment Committee to:

1. Supervise the overall implementation of the Idaho State University Foundation’s investment policies by the Idaho State University Foundation’s executive staff and outside advisors;
2. Monitor and evaluate the investment performance of the Idaho State University Foundation’s funds;
3. Report at each regularly scheduled meeting of the Board on Foundation investment matters including financial performance;
4. Develop and annually update an investment policy, asset allocation strategies, risk-based fund objectives, and appropriate investment management structures and provide the same to the Board;
5. Execute such other duties as may be delegated by the Board.

Whenever these policies assign specific tasks to the committee, the policies assume that the actual work will (or may) be performed by the Idaho State University Foundation's Finance Director or other designated staff members, subject only to the committee's overall supervision.

Investment Consultant, Advisors, and Agents

The committee is specifically authorized to retain one or more investment advisors (advisors) as well as any administrators, custodians, or other investment service providers required for the proper management of the Idaho State University Foundation's funds. The committee may utilize an advisor as an investment consultant (consultant) to advise and assist the committee in the discharge of its duties and responsibilities. In that regard, a consultant may help the committee to

1. Develop and maintain investment policy, asset allocation strategies, risk-based fund objectives, and appropriate investment management structures;
2. Select, monitor, and evaluate investment advisors and/or investment entities;
3. Provide and/or review quarterly performance measurement reports and assist the committee in interpreting the results;
4. Review portfolios and recommend actions, as needed, to maintain proper asset allocations and investment strategies for the objectives of each fund; and,
5. Execute such other duties as may be mutually agreed.

In discharging this authority, the committee can act in the place and stead of the board and may receive reports from, pay compensation to, enter into agreements with, and delegate discretionary investment authority to such advisors. When delegating discretionary investment authority to one or more advisors, the committee will establish and follow appropriate procedures for selecting such advisors and for conveying to each the scope of their authority, the organization's expectations, and the requirement of full compliance with these policies.

Objectives

The Idaho State University Foundation's primary investment objective is to preserve and protect its assets by earning a total return for each category of assets (a "fund"), which is appropriate for each fund's time horizon, distribution requirements, and risk tolerance.

Tax-Based Restrictions

The Idaho State University Foundation is a charitable organization under § 501(c)(3) of the Internal Revenue Code. Consequently, its income is generally exempt from federal and state income tax with the exception of income that constitutes unrelated business taxable income (UBTI). The committee is to determine if a particular strategy or investment will generate UBTI, for which it may rely on advice of counsel. Since UBTI can be generated by leveraged investments (resulting in "debt-financed income"), the Idaho State University Foundation will not utilize margin, short selling, or other leveraged investment strategies unless the Investment Committee grants a specific exception. When granting exceptions, the committee must determine that the potential rewards outweigh the incremental risks and costs of UBTI. All such exceptions shall be made in writing and shall be communicated to the Board as part of the next regular Investment Committee report.

Reporting Requirements

1. *Monthly* — The committee will obtain written monthly custodial statements. Such statements should contain all pertinent transaction details for each account that holds all or a portion of any the Idaho State University Foundation investment funds. Each monthly statement should include
 - The name and quantity of each security purchased or sold, with the price and transaction date; and,
 - A description of each security holding as of month-end, including its percentage of the total portfolio, purchase date, quantity, average cost basis, current market value, unrealized gain or loss, and indicated annual income (yield) at market.

In addition, if not included in the custodial reports, the consultant and/or the investment advisor(s) should provide a report for each fund or portfolio showing the month-end allocation of assets between equities, fixed-income securities, and cash. The monthly review of custodial statements may be delegated to the Idaho State University Foundation accounting staff.

2. *Quarterly* — The committee should obtain from its investment consultant and/or investment advisors, a detailed review of the Idaho State University Foundation's investment performance for the preceding quarter and for longer trailing periods as appropriate. Such reports should be provided as to each fund and as to the Idaho State University Foundation investment assets in the aggregate. As to each fund, the committee should establish with its investment consultant and/or investment advisors the specific criteria for monitoring each fund's performance including the index or blend of indices that are appropriate for the objectives of each fund and for the investment style or asset class of each portfolio within a fund. The committee shall meet with the consultant to conduct such reviews to the extent it deems necessary.
3. *Periodically* — The committee should meet with its investment consultant at least annually to review all aspects of the Idaho State University Foundation's investment assets. Such a review should include 1) strategic asset allocation, 2) manager and investment entity performance, 3) anticipated additions to or withdrawals from funds, 4) future investment strategies, and 5) any other matters of interest to the committee.

Date of Board Approval:

Person responsible for the periodic review of policy and if necessary submits proposed revisions to Board for approval: Chair Investment Committee Chair

Date of Last Review

EXHIBIT "D"

Articles of Incorporation

EXHIBIT D

ARTICLES OF INCORPORATION

OF

IDAHO STATE UNIVERSITY FOUNDATION, INC.

BE IT KNOWN That We, the undersigned, being natural persons of full age and citizens of the United States, in order to form a corporation for the purposes hereinafter stated, under and pursuant to the provisions of the general corporation laws of the State of Idaho, and in particular Chapter 11 of Title 30, and the Acts amendatory thereof and supplemental thereto, do hereby associate ourselves, together with such other persons as may associate themselves and their successors, for the purpose in incorporation and do hereby certify as follows:

ARTICLE I.

NAME

The name of this corporation is "Idaho State University Foundation, Inc.

ARTICLE II.

PERIOD OF DURATION

This corporation shall have perpetual existence.

ARTICLE III.

PURPOSES

The purposes for which this corporation was formed and now exists are:

1. To solicit and receive contributions, gifts, grants, devises or bequests of real or personal property or both from individuals, foundations, partnerships, associations, governmental bodies or public or private corporations and to maintain, use and apply the whole or any part of the income therefrom and the principal thereof exclusively for charitable, scientific, literary or educational purposes either directly or by contribution to the Idaho State University or other organizations duly authorized to carry on charitable, scientific, literary or educational activities in order to aid and benefit the Idaho State University, provided, however, that no part of such income or principal shall be contributed to any organization whose net earnings or any part thereof enure to the benefit of any private shareholder or individual or any substantial part of the activities of which involve carrying on propaganda or otherwise attempting to influence legislation, or

participating in or intervening in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

2. No part of the net earnings of the corporation shall enure to the benefit of any member, trustee, officer of the corporation or any private individual (except that reasonable compensation may be paid for services rendered to or for the corporation in connection with one or more of its purposes) and no member, trustee, officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporation's assets on dissolution of the corporation.
3. No part of the activities of the corporation shall involve carrying on propaganda or otherwise attempting to influence legislation or participating in or intervening (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office.
4. Upon dissolution of the corporation or the winding up of its affairs except by merger with corporation of similar purposes, the assets of the corporation shall be distributed exclusively to the Idaho State University.

ARTICLE IV.

POWERS

Subject to the express limitation that the corporation shall not have or possess any power at any time, the effect of which prevents the corporation from qualifying as an exempt organization under paragraph 501 of the Internal Revenue Code of 1954 as it now exists or as it may be amended hereafter or which prevents any gifts, grant, devise or bequest from qualifying as a charitable contribution for Federal Estate Tax purposes or for Federal Income Tax purposes, the corporation shall have and possess the following powers, any or all of which must be exercised exclusively in the furtherance of the purposes for which the corporation exists:

- (a) To have perpetual succession by its corporate name.
- (b) To sue and be sued, complain and defend, in its corporate name.
- (c) To have a corporate seal which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced.
- (d) To purchase, take, receive, lease, take by gifts, devise, or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property or any interest therein wherever situated.

- (e) To sell, convey, mortgage, pledge, lease, exchange, transfer and otherwise dispose of all or any part of its property and assets.
- (f) To purchase, take, receive, subscribe for or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge or otherwise dispose of and otherwise use and deal in and with shares or other interests in or obligations of other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships or individuals or direct or indirect obligations of the United States or of any other government, state, territory, governmental district or municipality, or of any instrumentality thereof.
- (g) To make contracts and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure any of its obligations by mortgage or pledge of all or any of its property, franchises and income.
- (h) To lend money for its corporate purposes, invest and reinvest its funds and take and hold real and personal property as security for the payment of funds so loaned or invested.
- (i) To conduct its affairs, carry on its operations and have offices and exercise the powers granted by the provisions of Chapter 11, Title 30, Idaho Corporation Code, as that act presently exists or as it may be amended in the future, in any state, territory, district or possession of the United States or in any foreign country.
- (j) To elect or appoint any committees and any officers or agents of the corporation as the Board of Directors may determine and to define their duties and fix the compensation to be paid to any officer or agent.
- (k) To make and alter By-Laws not inconsistent with these Articles of Incorporation or with the Laws of the State of Idaho for the administration and regulation of the affairs of the corporation.
- (l) To make donations for the general welfare of the Idaho State University and for charitable, scientific, literary, and educational purposes incident to the operation of the Idaho State University.
- (m) To indemnify any director or officer or former director or officer of the corporation or any person who may have served at its request as a director or officer of another corporation whether for profit or not for profit against expenses actually and necessarily incurred by him in connection with the defense of any action, suit or proceeding in which he is made a party by reason of being or having been such director or officer, except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty; but such indemnification shall not be deemed exclusive of any other rights to which such director or officer may be otherwise entitled.
- (n) To cease its corporate activities and surrender its corporate franchise, or to merge with similar non-profit corporations.

- (o) To have and exercise all powers necessary or convenient to effect any and all of the purposes for which the corporation is organized and exists.
- (p) To execute trust agreements and accept and administer trust funds relating to the purposes for which the corporation has been organized and exists and not in conflict with the exempt status of the corporation under the Internal Revenue Code.
- (q) To pay the reasonable and necessary expenses for the operation of the corporation out of the principal or income from gifts, grants, devises or bequests made expressly for that purpose or unrestricted as to their use by the donors or unless expressly provided to the contrary by the agreement controlling the use of such funds, from income received from other gifts, grants, devises or bequests during the period said funds are held by the foundation and are not required for the purposes specified by the donor, grantor or testator.
- (r) Unless otherwise specifically restricted by the donor, grantor, or testator, the corporation shall have and possess the following powers with reference to its investments:
 - (1) To receive and accept in kind and to hold and administer as an investment as long as it shall seem to it best, any and all property which may come to it without liability for depreciation or loss through errors of judgment or otherwise.
 - (2) To mingle funds of different gifts for the purpose of investment and reinvestment.
 - (3) To acquire, invest, reinvest, exchange, retain, sell or otherwise dispose of stocks, bonds, or other securities in the exercise of the judgment and care under the circumstances then prevailing which men of prudence, discretion and intelligence generally exercise in the management of their own affairs, not in regard to speculation but in making investments of their own funds with a view to probable increase of principal as well as safety of their capital and current income. Within the limitations of this standard, the corporation is authorized to acquire and retain every kind of property, real, personal or mixed, and every kind of investment including specifically, but without limiting the generality of the foregoing, bonds, debentures and other corporate obligations, stocks, preferred or common, and real estate mortgages and to retain any property properly acquired without limitation as to time and without regard to its suitability for original purchase. The corporation shall not be limited or restricted to authorized investments for trustees under the laws of Idaho or any other law as now existing or as hereafter enacted.
 - (4) To determine whether money or other property received is principal or income, or partly one and partly the other; and to charge and apportion expenses and losses to principal and income as it may deem just and equitable; to make good any "wasting investment," losses of principal or premiums paid for securities, out of income over such periods of time as it may deem advisable.

- (5) To invest and reinvest expendable principal received by the Foundation for specific purposes but not presently required for the purposes specified by the donor, grantor or testator in such investments as the Board of Directors shall determine after taking into account the time when said principal funds will be required and the necessity to preserve said funds without loss of principal and to use or accumulate the net income received therefrom for reasonable expenses or operations of the Foundation, as the Board of Directors shall determine; provided, such expendable principal funds shall be available when required for use for the purposes specified by the donor, grantor or testator.

V.

REGISTERED OFFICE AND AGENT

The official registered office of the corporation shall be in the Administration Building on the Idaho State University Campus, Pocatello, Idaho. The Resident agent of the corporation until otherwise designated by the Board of Directors is Herman J. McDevitt, address: First Security Bank Building, Pocatello, Idaho. The Board of Directors from time to time by appropriate resolution shall have the power and authority to change the location of the registered office of the corporation and to change the designation of the resident agent of the corporation.

VI.

THE BOARD OF DIRECTORS

(1) The affairs of the corporation shall be conducted by a Board of Directors of at least three members. The exact number of Directors shall be fixed from time to time by the By-Laws of the corporation. Until otherwise provided by the By-Laws, and until their successors are elected and qualified the Board of Directors shall consist of the following members: Dee Bogert, Member, State Board of Education; Dr. William E. Davis, President Idaho State University; Dr. Donald F. Kline; Frank D. Seelye; William J. Ryan, Jr., Executive Secretary of Alumni Association; Herman J. McDevitt, Attorney; and Charles H. Kegel. In addition, the President of the Foundation and the Treasurer are ex-officio members of the Board.

(2) The qualifications of members of the Board, their manner of selection and the voting rights of ex-officio members shall be determined by the By-Laws.

(3) The real estate and personal property of the corporation shall be under the complete control of the Board of Directors which is charged with the responsibility of administering and expending said property in accordance with the purposes for which the corporation has been organized and exists and in accordance with the terms and conditions of the gift, grant, devise or bequest under which the corporation has received the property in question. The Board of Directors may appoint an Investment Committee and may also appoint a fiscal agent or agents to handle its investments and financial affairs in such manner as may be determined advisable by the Board.

VII.

ORIGINAL INCORPORATORS

The names and Post Office addresses of the incorporators, who shall serve as Trustees until their successors are elected and qualified are:

Name

Address

Frank W. Hyslop
Frank D. Seelye

161 16th Place
Pocatello, Idaho
724 So 19th
Pocatello Idaho

William Ryan

300 myer st.

E. A. Rozer

Pocatello, Idaho

James M. McInnis

28 Willowood

Pocatello Idaho

William E. Davis

42 Calgate

Pocatello, Idaho

Thomas J. McDevitt

341 S. 7th

Pocatello, Idaho

VIII.

BOARD OF TRUSTEES

The corporation shall have a Board of Trustees which shall be unlimited in number. Members of the Board shall serve without compensation of any kind. The qualifications and method of selection of trustees shall be determined by the By-Laws. The Board of Trustees shall have the power to adopt amendments to these Articles of Incorporation and shall elect the Directors of the corporation in such manner as shall be provided by the By-Laws.

In addition the holders of the following offices are trustees by virtue of their office: President of the Idaho State University, the Secretary of the Idaho State University Alumni Association, a member of the Board of Trustees of the Idaho State University to be designated by the Board of Trustees and the President of the Idaho State University Alumni Association.

ARTICLE IX.

AMENDMENTS

These Articles of Incorporation may be amended at any time in the manner and form provided by the Idaho Code as existing at the time of the adoption of these Articles of Incorporation or as provided by any other applicable law but no amendment may be adopted which changes or affects in any way the exempt status of the corporation as an organization existing exclusively for charitable, educational, literary or scientific purposes.

CERTIFICATE

IN WITNESS WHEREOF, the undersigned President and Secretary of the corporation hereby certify and state that these Articles of Incorporation were adopted by the incorporators of the Idaho State University Foundation, Inc. at a special meeting of said incorporators held at the Conference Room; Administration Building, on February 9, 1967, that a quorum was present at such meeting and that these Articles received unanimous approval of the incorporators, and members present at said meeting.

That due notice of said meeting and purposes thereof was given by publication in the Idaho State Journal, a legal newspaper as provided by law. That the Directors & Trustees herein named were elected at such meeting pursuant to such notice.

William E. Davis
President

Donald F. Kline
Secretary

STATE OF IDAHO)
 : ss
County of Bannock)

On this 13th day of March, 1967, before me the undersigned, a Notary Public in and for Bannock County, Idaho, personally appeared Wm. E. Davis and Donald F. Kline, to me known to be the President and Secretary, respectively, of the Idaho State University Foundation, Inc., and upon being first duly sworn upon oath, deposed and stated that the facts set forth in the foregoing instrument and certificate were in all respects true and correct.

Herman J. McDevitt
Notary Public for Idaho
Residing at Pocatello, Idaho

IDAHO STATE UNIVERSITY

Office of the Director
Development and Institutional Research
POCATELLO, IDAHO
83201

March 13, 1967

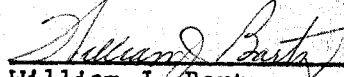
UNIVERSITY FOUNDATION

It was moved by Mr. Smith, seconded by Mr. Hampton, and carried, that the State Board of Education, acting as Trustees for Idaho State University, approve the use of the name "Idaho State University" for the proposed corporation to be known as the Idaho State University Foundation, Inc. In accordance with Section 2, A, of the By-Laws of the Idaho State University Foundation, Inc., the State Board of Education names ~~Edmund A. Bogert, Jr.~~ to serve on the Board of Directors of the Foundation.

Edmund A. Bogert, Jr.

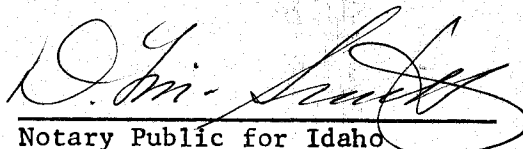
Copies of the Articles of Incorporation and the By-Laws are attached for the information of the Board. (Appendix B)

This is to certify that the foregoing is an exact and true excerpt taken from the minutes of the State Board of Education acting as trustees for Idaho State University in a duly called meeting in Moscow, Idaho, March 2-3, 1967.


William J. Bartz
Financial Vice President

STATE OF IDAHO)
 : ss
County of Bannock)

On this 13th day of March, 1967, before me the undersigned, a Notary Public in and for Bannock County, Idaho, personally appeared Mr. William J. Bartz to me known to be the Financial Vice President of Idaho State University and upon being first duly sworn upon oath, deposed and stated that the facts set forth in the foregoing instrument were in all respects true and correct.


Notary Public for Idaho
Residing at Pocatello, Idaho.

No. 38255**Articles of Incorporation
of****IDAHO STATE UNIVERSITY FOUNDATION, INC.****Place of business** Pocatello
Existence Perpetual
Capital Stock NONE**STATE OF IDAHO
Department of State
Boise, Idaho****Approved, filed and admitted to the
records of Articles of Incorporation
of the State of Idaho and certificate
issued this** 17th
day of March 1967
at 10:00 **o'clock** A. **M.****FEES PAID**

Filing	\$ <u>15.00</u>
Recording	<u>5.20</u>
Cert. Copy	<u> </u>
Certificate	<u> </u>
License Tax	<u> </u>
	<u> </u>
	<u> </u>

TOTAL \$ 20.20**EDSON H. DEAL****SECRETARY OF STATE****BY** Rayola Black
Ass't. CORPORATION CLERK

State of Idaho

Department of State.

CERTIFICATE OF AMENDMENT OF

IDAHO STATE UNIVERSITY FOUNDATION, INC.

IDAHO STATE UNIVERSITY FOUNDATION, INC.

May 13

83

MAY 13 8 35 AM '83
SECRETARY OF STATE

MAY 5 8 52 AM '83
SECRETARY OF STATE

AMENDMENT OF ARTICLES OF INCORPORATION OF
IDAHO STATE UNIVERSITY FOUNDATION, INC.

Harry F. Magnuson, President, and Dennis Holter,
Executive Vice President/^{Secretary} of the above-named corporation,
respectfully show that:

The above-named corporation was organized under the laws of the State of Idaho and was issued a charter by the Secretary of State dated February 9, 1967, with its principal place of business in Pocatello, Bannock County, Idaho.

The undersigned, the duly elected and qualified President and Executive Vice President/^{Secretary} of the said corporation, hereby certify that statutory notice was given to each Director of the said corporation of a special meeting of Directors to be held on April 22, 1983, and notice stated the time and place of meeting and the purposes thereof.

And, further, that the meeting was duly held pursuant to notice, and a resolution was offered and unanimously adopted by vote of said Directors/^{members} to amend Articles V and VIII of the Articles of Incorporation of said corporation to read as follows:

"V.

REGISTERED OFFICE AND AGENT

The official registered office of the corporation shall be in the Administration Building on the Idaho State University Campus, Pocatello, Idaho. The resident agent of the corporation until otherwise designated by the Board of Directors is *Dennis A. Holter*, address: Campus Box 8050, Idaho State University, Pocatello, Idaho. The Board of Directors from time to time by appropriate resolution shall have the power and authority to change the location of the registered office of the corporation and to change the designation of the resident agent of the corporation."

"VIII.

BOARD OF TRUSTEES

The corporation may have a Board of Trustees which shall be unlimited in number. Members of the Board of Trustees shall serve without compensation and without requirements for duties or responsibilities. The qualifications and method of selection of Trustees shall be determined by the By-Laws."

And, further, your petitioners certify that they have complied in all respects with the laws of the State of Idaho and amendments thereto to amend the Articles of Incorporation of the Idaho State University Foundation, Inc.

WHEREFORE, we pray that the said Articles of Incorporation of the Idaho State University Foundation, Inc. be so amended.

DATED and signed this 22nd day of April, 1983.

IDAHO STATE UNIVERSITY
FOUNDATION, INC.

By: *Harry F. Magnuson*
President

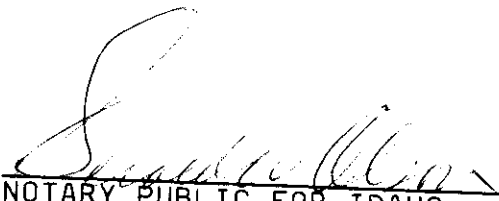
ATTEST:

Rennus A. Holter
Executive Vice President & Secretary

STATE OF IDAHO)
 : ss
County of Bannock)

I, Gerald W. Olson, a Notary Public, do hereby certify that on this 22nd day of April, 1983, personally appeared before Harry F. Magnuson, who, being by me first duly sworn, declared that he is the President of the Idaho State University Foundation, Inc., that he signed the foregoing document as

President of the corporation, and that the statements therein contained are true.

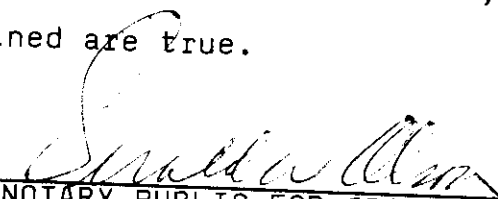

 NOTARY PUBLIC FOR IDAHO
 Residing at Pocatello, Idaho

(SEAL)

My Commission Expires: Lifetime

STATE OF IDAHO)
 : ss
 County of Bannock)

I, Gerald W. Olson, a Notary Public, do hereby certify that on this 22nd day of April, 1983, personally appeared Dennis Holter, who, being by me first duly sworn, declared that he is the Executive Vice President of the Idaho State University Foundation, Inc., that he signed the foregoing document as Executive Vice President of the corporation, and that the statements therein contained are true.


 NOTARY PUBLIC FOR IDAHO
 Residing at Pocatello, Idaho

(SEAL)

My Commission Expires: Lifetime



ARTICLES OF AMENDMENT (Non-profit)

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

2006 JUN 19 AM 10:04

FILED EFFECTIVE

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:
Idaho State University Foundation, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

See attached for Amended and Restated Article III.

3. The date of adoption of the amendment(s) was: June 7, 2006

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 22
- b. The number of directors that voted for each amendment was: 18
- c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: _____

b. The number of members that voted for each amendment was: _____

c. The number of members that voted against each amendment was: _____

Dated: June 8, 2006

Signature: _____

Typed Name: Kent M. Tingey

Capacity: Executive Vice President

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corp\forms\articles of amendment_np.pmd
Revised 10/2003

Web Form

IDAHO SECRETARY OF STATE
06/19/2006 05:00
CK: 4817 CT: 2982 BH: 968836
1 @ 30.00 = 30.00 NON PROF A # 2

AMENDED AND RESTATED

ARTICLE III

PURPOSES

- A. Said organization is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- B. No part of the net earnings of the organization shall inure to the benefit of, or be distributed to, its members, trustees, officers or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
- C. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- D. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

EXHIBIT "E"

Amended and Restated Bylaws

EXHIBIT E

Amended and Restated Bylaws
of
Idaho State University Foundation, Inc.

Adopted February 25, 2011

Idaho State University Foundation**Policy I D Bylaws**

Bylaws
Table of Contents

Article I	Purpose and Duration of the Foundation	2
Article II	Office	2
Section 2.01	Principal Office	2
Section 2.02	Registered Office	2
Article III	Board of Directors	2
Section 3.01	General Powers and Standard of Care	2
Section 3.02	Composition and Term	3
Section 3.03	Method of Selection	3
Section 3.04	Qualifications	3
Section 3.05	Ex Officio Membership	3
Section 3.06	Meetings of the Board of Directors	4
Section 3.07	Committees of the Board of Directors	4
Section 3.08	Vacancies	4
Section 3.09	Removal of Directors	5
Section 3.10	Informal Action	5
Section 3.11	Open Meetings	5
Section 3.12	Director Conflicts of Interest	5
Section 3.13	Loans to Directors	5
Article IV	Board Associates	5
Article V	Officers	5
Section 5.01	Designation and Method of Selection	6
Section 5.02	Duties of the Officers	6
Section 5.03	Removal	6
Section 5.04	Officer Conflict of Interest	6
Section 5.05	Loans to Officers	6
Article VI	Miscellaneous	6
Section 6.01	Indemnification	6
Section 6.02	Investment	6
Section 6.03	Depositories	7
Section 6.04	Contracts	7
Section 6.05	Checks, Drafts, Etc.	7
Section 6.06	Fiscal Year	7
Section 6.07	Books and Records	7
Section 6.08	Nondiscrimination	7
Section 6.09	Political Activity	7
Section 6.10	Gifts	7
Section 6.11	Parliamentary Procedure	7
Section 6.12	Staff Conflicts of Interest	8
Article VII	Amendments	8
SECRETARY'S CERTIFICATION		9

Article I Purpose and Duration of the Foundation

The Idaho State University Foundation, Inc., an Idaho nonprofit corporation (the “Foundation”) exists for the purpose of soliciting, securing and managing various sources of funding to promote the growth and operations of Idaho State University in the furtherance of the University’s goals to provide a meaningful and valued educational experience for its students. The Foundation shall have no termination date and shall exist in perpetuity.

Article II Offices

Section 2.01 Principal Office. The principal office of the Foundation shall be located at the administrative building on the Idaho State University Campus. The Foundation may have such other offices as the Board of Directors (the “Board”) may designate or as the business of the Foundation may require from time to time.

Section 2.02 Registered Office. The registered office of the Foundation to be maintained in the state of Idaho shall be located at the principal office of the Foundation, and may be changed from time to time by the Board.

Article III Board of Directors

Section 3.01 General Powers and Standard of Care. All corporate powers shall be exercised by or under authority of, and the business and affairs of the Foundation shall be managed under the direction of, the Board except as may be otherwise provided in the Idaho Nonprofit Corporation Act (the “Act”) or the Articles of Incorporation (the “Articles”). If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board by the Act shall be exercised or performed to such extent and by such person or persons as shall be provided in the Articles.

A Director shall perform such Director's duties as a Director, including such Director's duties as a member of any committee of the Board upon which such Director may serve, in good faith, in a manner such Director reasonably believes to be in the best interests of the Foundation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such Director's duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One (1) or more officers or employees of the Foundation whom the director reasonably believes to be reliable and competent in the matters presented;
- (b) Counsel, public accountants, or other persons as to matters which the director reasonably believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which such director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated

authority, which committee the director reasonably believes to merit confidence, but such director shall not be considered to be acting in good faith if such director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who so performs such duties shall have no liability by reason of being or having been a director of the Foundation.

Section 3.02 Composition and Term. There shall be a Board of Directors of the Foundation consisting of no more than twenty-five (25) voting directors. Directors shall be elected by the Board for a term of three (3) years and shall not serve more than three (3) consecutive terms, unless elected Board Chair (“CoB) President or Vice President (“VP”) of the Foundation. The term of the director elected VP shall be extended an additional one year after the completion of service as CoB and President, unless the maximum of three terms has not been reached, in which case he or she will serve the remainder of his or her three terms. After the maximum of three (3) terms on the Board, an outgoing director shall automatically move into Associate status and may be re-elected to the Board after a term of absence from the Board of at least one (1) year.

Section 3.03 Method of Selection. Nomination to the Board may be made by any member of the Board, any ex officio members of the Board or any Board Associate. Nominations should be submitted in writing to a member of the Nominating Committee of the Board. The Nominating Committee will review the nominees and present a slate of potential nominees to the Board for election when vacancies occur on the Board.

Section 3.04 Qualifications. Any person of good moral character having a genuine interest in the objectives of the Foundation may be qualified as a member of the Board without regard to his or her place of residence, whether he or she has attended Idaho State University or any other similar factor.

Section 3.05 Ex Officio Membership. The following shall be ex officio members of the Board of this Foundation:

- a. The President of Idaho State University;
- b. The Vice President for University Advancement at Idaho State University (“EVP”);
- c. The Secretary of the Foundation;
- d. The Treasurer of the Foundation;
- e. The President of the Idaho State University Alumni Association;
- f. Legal Counsel for the Foundation;

- g. An ISU Faculty Member periodically appointed or elected by the ISU Faculty Senate to perform an active role in fund-raising for the University; and
- h. The President of the Idaho State University Bengal Foundation.

Unless they are also current voting directors, ex officio members of the Board shall not vote on matters being considered by the Board.

Section 3.06 Meetings of the Board of Directors.

The Board shall meet semi-annually and at such other times as meetings may be called. The CoB, President, VP, or the EVP shall have the right to call any meeting of the Board at any time and place by giving no less than five (5) days notice to the Board of the time and place of such meeting.

(b) Any Board action to remove a director shall require no less than seven (7) days written notice to each director that the matter will be voted on at a Board meeting. Such notice shall also include the time and place of such meeting.

(c) A director may, at any time before, during or after a Board meeting, waive any notice required by law, the Articles, or these Bylaws. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or Foundation records.

A director's attendance at or participation in a meeting waives any required notice of the meeting unless the director, upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with law, the Articles, or these Bylaws objects to lack of notice and does not thereafter vote for or assent to the objected action.

(d) A majority of the voting membership of the Board shall constitute a quorum at any meeting and, unless otherwise provided by law or by the Articles, action of the Board shall be controlled by majority action of the voting directors present at any meeting at which a quorum is present.

(e) The Board shall keep a record of its proceedings and shall make a detailed report available to the directors, the officers, including ex officio officers of the Foundation, and Board Associates.

Section 3.07 Committees of the Board of Directors.

The Foundation Board will have the following standing committees: Executive, Governance, Audit, Finance, Investment, Development and Nominating. The responsibilities of the standing committees are described in Section IX of the Policy Manual.

The Board shall have the right to create any other committee from time to time to assist in accomplishing the duties and the responsibilities of the Foundation. Membership on any

committee need not be limited to members of the Board or Board Associates. Such ad hoc committees are discussed in Section IX. H. of the Policy Manual.

Section 3.08 Vacancies. Any vacancy occurring on the Board and any directorship to be filled by reason of any increase in the number of directors shall be filled by the Board based on nominations received from the Nominating Committee. The term of any directorship arising due to vacancy or increase in the number of directors shall be three (3) years and shall be subject to the term limits described in Section 3.02 above.

Section 3.09 Removal of Directors.

(a) Removal for Cause. Any director may be removed from office for cause by a two-thirds (2/3) majority vote of the total directors then in office.

(b) Removal for Unexcused Absences. A director may be removed from office after two (2) unexcused absences of any Board meeting within any twelve-month period, provided that a majority of the total directors then in office vote for such removal.

Section 3.10 Informal Action. Any action required to be taken at a meeting of the Board of directors may be taken without a meeting if a majority of the directors agree to such action either via electronic mail or in writing.

Section 3.11 Open Meetings. It is the intent of the Foundation to conduct its business in open sessions whenever possible. However, the meeting shall be closed in those circumstances where the Board is discussing or acting upon strategy with respect to litigation; discussing the purchase of real property not owned by a public agency; interviewing prospective Foundation employees; or considering the evaluation, dismissal or disciplining of, or hearing complaints or charges brought against, a Foundation employee or staff member.

On any other matter which the Board feels must be dealt with in a confidential manner, the Board may close its meeting to the non-Board members of the Foundation and the general public. An affirmative two-thirds (2/3) vote of the Board members present is necessary to close the meeting. The Board shall take no final action or make any final decision in closed meeting.

Section 3.12 Director Conflicts of Interest. All members of the Board shall comply with all provisions of the Conflict of Interest Policy as set forth in Section II. D. of the Policy Manual.

Section 3.13 Loans to Directors. The Foundation shall not lend money to or guarantee the obligation of a director.

Article IV Board Associates

The Foundation shall have honorary Associates to provide advisory services to the Foundation. The Associates are individuals who have previously served on the Board for the Foundation. Directors who have completed three (3) terms on the Board will automatically be eligible to

serve as an Associate, unless they decline to do so. Associates shall be unlimited in number and shall serve until resignation or until removal by a majority vote of the Board. Associates shall be invited to all regular meetings of the Board, though they shall not be required to attend. Associates may not vote on matters being considered by the Board.

Article V Officers

Section 5.01 Designation and Method of Selection. *Officers of the Foundation shall consist of the Board Chair (“CoB”), President, Vice President (“VP”), Executive Vice President (“EVP”), Secretary and Treasurer. Except as otherwise provided herein, the officers shall be elected by the Board and, other than the CoB, President and VP, shall serve at the pleasure of the Board or until their respective successors are duly elected and qualified. The term of the CoB and of the President shall be two years each. The term of the VP shall be one year and shall begin one year before the end of the President’s term. The VP will automatically assume the role of President at the end of the term of the previous President. The President will automatically assume the role of CoB at the end of the term of the previous CoB. Persons elected as Secretary or Treasurer shall be then current members of either the Board or Board Associates. Any vacancies in any office shall be filled by the Board at any regular or special meeting of the Board from nominees provided by the nominating committee. The terms of officers as described herein may be increased or decreased by majority vote of the Board members present at the meeting at which such increase or decrease is voted on, provided a quorum is present.*

Section 5.02 Duties of the Officers.

The duties and responsibilities of the various officers are described in Section III of the Board’s policies.

It is not expected that any officer, other than the EVP, shall devote his or her full time to the affairs of the Foundation or the University unless otherwise directed by the Board at the time of his or her election and with his or her consent.

Section 5.03 Removal. Any officer elected or appointed by the Board may be removed by an affirmative vote of two-thirds (2/3) of the total Board whenever, in its judgment, the best interest of the Foundation would be served thereby.

Section 5.04 Officer Conflict of Interest. All officers shall comply with all provisions of the Conflict of Interest Policy as set forth in Section II. D. of the Board’s policies.

Section 5.05 Loans to Officers. The Foundation shall not lend money to or guarantee the obligation of an officer.

Article VI Miscellaneous

Section 6.01 Indemnification. The Foundation shall indemnify any director, officer or former

director or officer of the Foundation against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being or having been a director or officer, except in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for gross negligence or misconduct in the performance of duty to the Foundation.

Section 6.02 Investment. Any funds of the Foundation which are not needed currently for the activities of the Foundation may, at the discretion of the Board, be invested in such investments as are permitted by law.

Section 6.03 Depositories. All funds of the Foundation not otherwise employed shall be deposited from time to time to the credit of the Foundation in such banks, savings and loan associations, trust companies, or other depositories as the Board may elect.

Section 6.04 Contracts. The Board may authorize any officer(s) or agent(s) of the Foundation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Foundation, and such authority may be general or confined to specific instances.

Section 6.05 Checks, Drafts, Etc. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Foundation shall be signed by such persons and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instrument shall be signed by the Treasurer

Section 6.06 Fiscal Year. The fiscal year of the Foundation shall end on the last day of June of each year.

Section 6.07 Books and Records. The Foundation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its members, Board, and committees having any of the authority of the Board, and shall keep a record giving the name and address of the members entitled to vote. All books and records of the Foundation may be inspected by any member or his agent or attorney or the general public for any proper purpose at any reasonable time.

Section 6.08 Nondiscrimination. This Foundation is an equal opportunity employer and shall make available its services without regard to race, creed, age, sex, color, ancestry, or national origin.

Section 6.09 Political Activity. The Foundation shall not, in any way, use corporate funds in the furtherance of, nor engage in, any political activity for or against any candidate for public office. However, this Bylaw shall not be construed to limit the right of any official or member of this Foundation to appear before any legislative committee, to testify as to matters involving the Foundation.

Section 6.10 Gifts. The Board may accept, on behalf of the Foundation, any contribution, gift,

bequest, or devise for the general purposes or for any special purposes of the Foundation.

Section 6.11 Parliamentary Procedure. All meetings of the Board and membership shall be governed by *Roberts' Rules of Order* (Current Edition), unless contrary procedure is established by the Articles or these Bylaws, or by resolution of the Board.

Section 6.12 Staff Conflict of Interest. All staff members shall comply with all provisions of the Conflict of Interest Policy as set forth in Section II.D. of the Policy Manual.

Article VII Amendments

These Bylaws may be amended by an affirmative vote of a majority of the voting directors present at any regular meeting of the Board or at a special meeting called for the specific purpose of amending such Bylaws. Notice of any proposed amendment shall be mailed by United States mail or by electronic mail to each director and to each person entitled to notice of Board meetings at his or her last known address not less than ten (10) days preceding the meeting at which such amendment will be submitted to a vote. This meeting may be conducted in person, by telephone, or by electronic mail. A quorum of the Board must participate.

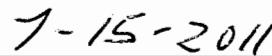
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SECRETARY'S CERTIFICATION

This is to certify that the foregoing Bylaws of the Idaho State University Foundation have been duly adopted by the Board of Directors at a meeting held on February 25, 2011.

A handwritten signature in cursive script, appearing to read "Douglas B. Atkinson", is written over a horizontal line.

Secretary

A handwritten date "7-15-2011" is written over a horizontal line.

Date

EXHIBIT "F"

Conflict of Interest Policy

EXHIBIT F

Idaho State University Foundation

Policy II D Conflict of Interest Policy**1. Purpose**

The purpose of the conflict of interest policy is to protect the Foundation's interest when it is contemplating entering into a contract, transaction, or arrangement that might benefit the private interest of an officer or director of the Foundation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

2. Definitions

- a. Interested Person. Any director, officer, member of a committee with Board delegated powers, or staff member who has a direct or indirect financial interest, as defined below, is an interested person.
- b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business or investment, or a member of the person's family has:
 - i. A position as an officer, director, trustee, partner, employee, or agent of any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
 - ii. An ownership or investment interest in any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
 - iii. A compensation arrangement with the Foundation or with any entity or individual with which the Foundation has or is considering a contract, transaction, or arrangement;
 - iv. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is considering or negotiating a contract, transaction, or arrangement; or
 - v. Any other direct or indirect dealings with any entity from which he or she knowingly benefitted (e.g., through receipt directly or indirectly of cash or other property in excess of \$500 a year exclusive of dividends or interest) and with which the Foundation has, is considering, or is negotiating a contract, transaction, or arrangement.
- c. The term "a member of the person's family" means the person's spouse, parent, step-parent, guardian, brother, sister, step-brother, step-sister, mother-in-law,

father-in-law, child, stepchild, grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.

- d. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- e. A financial interest is not necessarily a conflict of interest. Under Section 6.03 Paragraph (b) below, a person who has a financial interest may have a conflict of interest only if the appropriate Board or Committee decides that a conflict of interest exists.

3. Procedures

- a. Duty to Disclose. At the first knowledge of the possibility, creation, or existence of a financial interest as described above, the interested person must disclose to the Board the existence of the financial interest and any and all relevant and material facts known to the interested person about the proposed or existing contract, transaction, or arrangement that might reasonably be construed to be adverse to the Foundation's interest. The interested person must be given the opportunity to disclose all other material facts to the directors and members of committees with Board delegated powers considering the proposed contract, transaction, or arrangement.
- b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.
- c. Procedures for Addressing the Conflict of Interest.
 - i. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the contract, transaction, or arrangement involving the possible conflict of interest.
 - ii. The Chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed contract, transaction, or arrangement.
 - iii. After exercising due diligence, the Board or Committee shall determine whether the Foundation can obtain with reasonable efforts a more advantageous contract, transaction, or arrangement from a person or entity that would not give rise to a conflict of interest.
 - iv. If a more advantageous contract, transaction, or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the

disinterested directors whether the contract, transaction, or arrangement is in the Foundation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the contract, transaction, or arrangement.

- v. Such contract, transaction, or arrangement shall only be authorized, approved, or ratified upon the affirmative vote of a majority of the directors of the Board then in office, or a majority of the Committee members, who are not interested persons as described above.

4. Violations of the Conflicts of Interest Policy

- a. If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records of Proceedings

The minutes of the Board and all Committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the contract, transaction, or arrangement, the content of the discussion, including any alternatives to the proposed contract, transaction, or arrangement, and a record of any votes taken in connection with the proceedings.

6. Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation.

- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

7. Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Foundation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

8. Periodic Reviews

To ensure the Foundation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Foundation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

9. Use of Outside Experts

When conducting the periodic reviews as provided for in Section 6.08, the Foundation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

10. Foundation Conflicts

The Foundation acting through its officers and directors will make a good faith attempt to avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University.

11. Material Gifts

No director, trustee, officer, or staff member of the Foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the Foundation; nor shall an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

Date of Board Approval: October 17, 2008

Person responsible for the periodic review of policy and submitting proposed revisions to the Board for approval: Board Chair

Date of Last Review

EXHIBIT "G"

Code of Ethics and Conduct

EXHIBIT G

Idaho State University Foundation**Policy II C Code of Ethical Conduct****1. Personal and Professional Integrity**

All staff (when used in this code, employees or staff members include staff either employed directly by the Foundation or on behalf of the Foundation by the University), board members, and volunteers of the Idaho State University Foundation act with honesty, integrity, and openness in all their dealings as representatives of the organization. The organization promotes a working environment that values respect, fairness, and integrity.

2. Mission

The Idaho State University Foundation has a clearly stated mission and purpose, approved by the board, in pursuit of the public good. All of its programs support that mission and all who work for or on behalf of the organization understand and are loyal to that mission and purpose.

3. Governance

The Idaho State University Foundation has an active governing body, the Board, which is responsible for setting the mission and strategic direction of the organization and oversight of the finances, operations, and policies of the Idaho State University Foundation. The Board

- a. Ensures that its members have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of the Idaho State University Foundation and its public purpose
- b. Has a conflict-of-interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means
- c. Has a statement of personal commitment that provides attestation to the commitment to the Idaho State University Foundation's goals and values
- d. Ensures that the chief executive and appropriate staff provide the Board with timely and comprehensive information so that the Board can effectively carry out its duties
- e. Ensures that the Idaho State University Foundation conducts all transactions and dealings with integrity and honesty

- f. Ensures that the Idaho State University Foundation promotes working relationships with Board Members, staff, volunteers, and program beneficiaries that are based on mutual respect, fairness, and openness
- g. Ensures that the organization is fair and inclusive in its hiring and promotion policies and practices for all board, staff, and volunteer positions
- h. Ensures that policies of the Idaho State University Foundation are in writing, clearly articulated, and officially adopted
- i. Has an Audit Committee that is responsible for engaging independent auditors to perform an annual audit of the Idaho State University Foundation's financial statements. The audit committee also is responsible for overseeing the reliability of financial reporting, including the effectiveness of internal control over financial reporting, reviewing, and discussing the annual audited financial statements to determine whether they are complete and consistent with operational and other information known to the committee members, understanding significant risks and exposures and management's response to minimize the risks, and understanding the audit scope and approving audit and non-audit services
- j. Ensures that the resources of the Idaho State University Foundation are responsibly and prudently managed
- k. Ensures that the Idaho State University Foundation has the capacity to carry out its programs effectively

4. Responsible Stewardship

The Idaho State University Foundation manages its funds responsibly and prudently. This should include the following considerations:

- a. Spends an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management
- b. Intends that all who are entitled to receive compensation for the organization are, reasonably, fairly and appropriately compensated
- c. Knows that solicitation of funds has reasonable fundraising costs, recognizing the variety of factors that affect fundraising costs
- d. Does not accumulate operating funds excessively
- e. Draws prudently from endowment funds consistent with donor intent and to support the public purpose of the Idaho State University Foundation
- f. Ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Idaho State University Foundation

- g. Ensures that all financial reports are factually accurate and complete in all material respects
- h. Ensures compliance with laws and regulations

5. Openness and Disclosure

The Idaho State University Foundation provides comprehensive and timely information to all stakeholders and is responsive in a timely manner to reasonable requests for information. All information about the Idaho State University Foundation will fully and honestly reflect the policies and practices of the organization. Basic informational data about the Idaho State University Foundation, such as the Form 990, will be posted online or otherwise made available to the public. All solicitation materials accurately represent the Idaho State University Foundation's policies and practices and will reflect the dignity of program beneficiaries. All financial, organizational, and program reports will be complete and accurate in all material respects.

6. Legal Compliance

The Idaho State University Foundation will employ knowledgeable legal counsel that will help ensure that the organization is knowledgeable of, and complies with, laws and regulations.

7. Organizational Effectiveness

The Idaho State University Foundation is committed to improving its organizational effectiveness and develops mechanisms to promote learning from its activities. The Idaho State University Foundation is responsive to changes in its field of soliciting funds from private sources and managing endowments and is responsive to the needs of its constituencies.

8. Inclusiveness and Diversity

The Idaho State University Foundation has a policy of promoting inclusiveness. Its staff, board, and volunteers should reflect diversity in order to enrich its programmatic effectiveness. The Idaho State University Foundation takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, board recruitment, and constituencies served.

9. Fundraising

When the Idaho State University Foundation solicits funds it uses material that is truthful about the organization. The Idaho State University Foundation respects the privacy concerns of individual donors and expends funds consistent with donor intent. The Idaho State University Foundation discloses important and relevant information to potential donors.

In raising funds from public and private sources, the Idaho State University Foundation will respect the rights of donors, as follows:

- a. Donors will be informed of the mission of the Idaho State University Foundation, the way the resources will be used, and the University's capacity to use donations effectively for their intended purpose. Further, they will
 - i. Be informed of the identity of those serving on the Idaho State University Foundation's governing board and to expect the board to exercise prudent judgment in its stewardship responsibilities
 - ii. Have access to the Idaho State University Foundation's most recent financial reports
 - iii. Be assured their gifts will be used for purposes for which they are given to the extent that such gifts are in compliance with University and Foundation policy.
 - iv. Receive appropriate acknowledgment and recognition
 - v. Be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law
 - vi. Be approached in a professional manner
 - vii. Be informed whether those seeking donations are volunteers, employees of Idaho State University or of the Foundation, or hired solicitors
 - viii. Have the opportunity for their names to be deleted from mailing lists that the Idaho State University Foundation may intend to share
 - ix. Be encouraged to ask questions when making a donation and to receive prompt, truthful, and forthright answers.

10. Reporting Responsibility

It is the responsibility of all directors, officers, and employees to comply with the code of ethical conduct and to report violations or suspected violations to the Chair of the Audit Committee or the general counsel of the organization. The person receiving the report will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, unless the submission of the violation is anonymous. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Date of Board Approval: October 17, 2008

Person responsible for the periodic review of policy and submitting proposed revisions to the Board for approval: Board Chair

Date of Last Review

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Budget Authorization and Bid, Award and Construction Phases Authorization, Niccolls Family and Consumer Sciences Building Renovations

REFERENCE

- | | |
|---------------|--|
| October, 2011 | Initial Capital Project Authorization Request, Niccolls Family and Consumer Sciences Building Renovations, Planning and Design Phases. Regular Board Meeting, October 19 & 20, 2011, Business Affairs and Human Resources Agenda, Section II, Item No. 9, page 22 of the approved minutes. |
| August, 2012 | Additional Capital Project Authorization Request, Niccolls Family and Consumer Sciences Building Renovations, Planning and Design Phases. Regular Board Meeting, August 15 & 16, 2012, Business Affairs and Human Resources Agenda, Section II, Item No. 5, page 25 of the approved minutes. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1, Section V.K.2, and Section V.K.3.

BACKGROUND/ DISCUSSION

Request Summary

The Board previously approved a request from UI to begin planning and design on this project. This is a request for Regent's Authorization of the project budget and to proceed with the bid, award and construction phases to implement a series of architectural, mechanical, and electrical renovations and improvements to the Food Laboratory, the Child Development Laboratory and the general building systems infrastructure of the Niccolls Family and Consumer Sciences Building located on the main campus of the University of Idaho (UI), Moscow, Idaho. This request is based upon the current, to date results of the design phase effort, commissioned by the Division of Public Works and University and currently in progress. Authorization is requested at this time to allow for the bid and award phases to occur in March and April of 2013, with an anticipated construction phase Notice to Proceed (NTP) date of mid-May 2013, immediately following the conclusion of the spring 2013 academic semester.

Overall Project Description

The existing Food Development Laboratory is outdated and based on an outmoded model of education. It is equipped with residential equipment and was

initially conceived and designed to support a residential-based educational model. The current need is to educate students in the ability to study the dietetic nutritional needs and preparation of food for large groups – be that in support of the hospitality industry, schools, institutions and other large group settings. The stations are small and cramped, the space does not have adequate air conditioning or make up air, and large southern windows add to the heat load generated by the equipment, creating an overly warm environment even on cool days. Ventilation is insufficient, and finishes are outdated and in need of repair by replacement. Circulation of occupants within and through the space is poorly planned, and there is no ability to provide for a convenient or flexible dining arrangement within the Laboratory.

The Child Development Laboratory (CDL) has several spatial issues which should be addressed. These issues limit lab activities and make visual observation of children difficult. Architectural finishes are outdated and in need of repair by replacement. There are issues with the flow of drop-off activities for the parents. A washer and dryer are not located within the space, and storage options are limited. An immediate need is to add a food preparation area specific to the needs of the Child Development Laboratory. Currently teachers must use the Foods Laboratory, one floor above, and not secure against food allergies. This addition sustains the accreditation of the CDL by the National Association for the Education of Young Children.

Once the general needs of the building were identified, the consultants and the facility stakeholder committee focused on priorities for the programmatic improvements. That discussion led to recognizing the Foods Laboratory and Child Development Laboratory as the top tier programmatic priorities.

It is the intent of this project to address these and other related issues. First priority and heavy emphasis will be placed upon the Food Development Laboratory as that is the first priority identified by the stakeholder committee and the area most needing architectural revision. Improvements that will be considered for the Child Development Laboratory as a second priority can be achieved within available funds.

Existing Authorization and Status Update

In October of 2011, the University sought and received authorization from the Board of Regents to begin planning and design in the amount of \$150,000, based upon a then estimated total project scope of \$1,300,000.

The University then began work in collaboration with staff at the Idaho Division of Public Works (DPW), to combine the desired programmatic scope of work with an HVAC infrastructure improvements project funded via the State of Idaho Permanent Building Fund (PBF). Combining the University of Idaho Architectural and Programmatic Renovations effort with the DPW/PBF infrastructure effort will result in a more seamless integration of the two project efforts and should also

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

result in cost savings. The intent of the University to work with DPW and to combine these two project efforts together was noted and highlighted as an additional information item in the initial Authorization Request submitted and approved in October of 2011.

Subsequently, DPW issued a Request for Qualifications (RFQ) for planning and design phase architectural services for the combined project scope and a joint team of University of Idaho and DPW personnel selected Castellaw Kom Architects (CKA) of Lewiston, Idaho for the planning and design phases.

Preliminary planning and programmatic discussions involving representatives from the University of Idaho, DPW and Castellaw Kom led to a total scope definition which resulted in a total project estimate of approximately \$2,600,000. This increase in scope, from \$1,300,000 to \$2,600,000, was reported in the referenced August, 2012 planning and design phase authorization request.

The increase was reported as being the result of two actions:

- The addition of the State of Idaho PBF financed infrastructure project – authorized via the Permanent Building Fund Alteration and Repair Category process.
- Further definition of the of the second priority need, improvements to the Child Development Laboratory, and inclusion of those elements into the scope of the project.

Design Phase Status Update

Upon receipt of the planning and design phase authorization the DPW, University of Idaho, and CKA team began work on the design phase of the project. That work has continued through the fall and winter. In the course of this work, additional issues with the existing electrical service and the abatement of asbestos containing materials (ACM) have been uncovered. Resolution and mitigation of these issues have caused the project scope to grow slightly (2.7%) to \$2,671,300 estimate total project cost. The project scope is now:

Item:	Estimate:
Original Anticipated Scope per the Oct 2011 Authorization Request	\$ 1,300,000
Infrastructure Scope funded by the State of Idaho PBF per the Aug 2012 Authorization Request	\$ 776,300
Additional Scope, Child Development Laboratory Improvements per the Aug 2012 Authorization Request	\$ 523,700
Additional Scope, Electrical Service and ACM Abatement Issues surfaced during the Design Phase of the Project.	\$ 71,300
Total Project Scope/Estimate:	\$ 2,671,300

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

At this time the University is ready to proceed with the bid, award and construction phases only of these renovations and improvements.

Authorization Request

This request is for Regents' Authorization of the project budget and Capital Project Authorization to bid, award and construct renovations and improvements to the Food Preparation Laboratory and Child Development Laboratory at the Niccolls Building.

As stated, the anticipated eventual total project effort – to include the State of Idaho PBF funded infrastructure scope - is valued at \$2,671,300 to include design phase and construction costs and appropriate and precautionary contingency allowances and bid alternates.

Funding for this project will include State of Idaho PBF funds, Gift funds donated to the University and intended specifically for this project, and College funds from the College of Agricultural and Life Sciences (CALS).

Additional Information

Coordination with the University's Strategic Plan: This project directly supports the University's strategic plan and its education and outreach goals. The project is in alignment with the strategic goals and objectives of the College of Agricultural and Life Sciences. Further, it is fully consistent with the stated goals and intents of the Technical Assessment & Feasibility Study for the Niccolls Building, the University's Long Range Campus Development Plan (LRCDP), and the Campus Infrastructure Master Plan.

IMPACT

The immediate fiscal impact of this effort is \$2,671,300. The project fund source is a combination of funds received from the Alteration and Repair Category of the State of Idaho Permanent Building Fund, the University of Idaho Strategic Investment Fund (VSIF), College of Agricultural and Life Sciences Reserves set aside for this specific and intended purpose and Gift Funds received for this specific and intended purpose.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 776,300	Construction	\$ 2,172,800
Federal (Grant):	\$ 0	A/E & Consultant Fees	\$ 260,000
Other (UI VSIF, CALS Reserve)	\$ 1,100,000	Contingency	<u>\$ 238,500</u>
Private	<u>\$ 795,000</u>		
Total	\$ 2,671,300	Total	\$ 2,671,300

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 7

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

STAFF COMMENTS AND RECOMMENDATIONS

This project is to be funded with a mix of state and college funds and private gifts. No debt financing will be used. Staff recommends approval.

BOARD ACTION

I move to approve the project budget and authorize the University of Idaho to implement the bid, award and construction phases of the Niccolls Family and Consumer Sciences Building Renovations, Moscow, Idaho in the amount of \$2,671,300. Authorization includes the authority to execute all requisite consulting, design, construction, and vendor contracts necessary to fully implement the planning, design, bid, award and construction phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of February, 2013

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Budget and Bid, Award and Construction Phases, Niccolls Family and Consumer Sciences Building Renovations, Planning and Design Phases, University of Idaho, Moscow, Idaho
- 2 Project Description:** Renovations and improvements to the Niccolls Family and Consumer Sciences Building located on the main campus of the University of Idaho, Moscow, Idaho.
- 3 Project Use:** Project will renovate and improve spaces within the Niccolls Family and Consumer Sciences Building, University of Idaho, Moscow, Idaho. In general, the spaces to be improved are the Foods Lab and Child Development Lab. The total project includes the scope of work of DPW 12-253, Niccolls Building HVAC System Improvements. Combining the two efforts into a single project will result in synergies, cost savings, and a more seamless coordination and integration of the two scopes of work. The total project cost to include the DPW infrastructure scope is estimated to be \$2,671,300
- 4 Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 135,000	\$ -	\$ 15,000	\$ 150,000
History of Revisions:								
Revised Additional Authorization Request, Planning and Design Phase Only, Including scope of DPW 12-253, Aug 12	\$ 77,000		\$ 33,000	\$ 110,000	\$ 105,000		\$ 5,000	\$ 110,000
Authorization Request, Bid, Award and Construction Phases, February 2013	\$ 699,300		\$ 1,712,000	\$ 2,411,300		\$ 2,191,300	\$ 220,000	\$ 2,411,300
Total Project Costs	\$ 776,300	\$ -	\$ 1,895,000	\$ 2,671,300	\$ 240,000	\$ 2,191,300	\$ 240,000	\$ 2,671,300

History of Funding:	-----Other Sources of Funds-----						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other (CALS Reserve)	Total Other	Total Funding
Initial Authorization Request, Planning and Design Phase Only, Oct 11			\$ 150,000			\$ 150,000	\$ 150,000
Revised Additional Authorization Request, Planning and Design Phase Only, Including scope of DPW 12-253, Aug 12	\$ 77,000				\$ 33,000	\$ 33,000	\$ 110,000
Authorization Request, Bid, Award and Construction Phases, February 2013	\$ 699,300		\$ 1,692,000		\$ 20,000	\$ 1,712,000	\$ 2,411,300
						\$ -	\$ -
Total	\$ 776,300	\$ -	\$ 1,842,000	\$ -	\$ 53,000	\$ 1,895,000	\$ 2,671,300

26 ** Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Budget Authorization and Bid, Award and Construction Phases Authorization, Student Union Building Second Floor Renovations and Improvements, University of Idaho, Moscow, Idaho

REFERENCE

August, 2012	Initial Capital Project Authorization Request, Planning and Design Phases. Regular Board Meeting, August 15-16, 2012, Business Affairs and Human Resources Agenda, Section II, Item No. 16, pages 25 & 26 of the approved minutes.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1 and Section V.K.3

BACKGROUND/DISCUSSION

This is a budget and bid, award and construction phases request for Board of Regent's Authorization to implement a series of Architectural, Mechanical, and Electrical renovations and improvements to the conferencing and meeting center of the University of Idaho on the second floor of the Student Union Building (SUB) floor, located on the main campus of the University of Idaho (UI), Moscow, Idaho. This request is based upon the current, to date results of the design phase effort, commissioned by UI and currently in progress. Authorization is requested at this time to allow for the bid and award phases to occur in March and April of 2013, with an anticipated construction phase Notice to Proceed (NTP) date of mid-May 2013, immediately following the conclusion of the spring 2013 academic semester.

This project effort is the second in a series of planned renovations and improvements envisioned by an initial, 2005 Feasibility Study, the University having previously completed renovations and improvements to the Student Union Building Ballroom.

Project Description

The University's Student Union Building (SUB) grew over time in a series of additions and renovations beginning with the university's 1936 acquisition of the Blue Bucket Inn – a facility dating to 1924. The current second floor conferencing and meeting center is housed in an addition constructed in the 1950s. It is now 55 plus years old and there has been little in the way of substantive renovations or improvements since the original construction. Finishes and systems have degraded overtime and are in need of update and/or replacement.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

In 2005, the University commissioned Ellis-Feeney Architects, Lewiston, Idaho to conduct an initial Feasibility Study for desired Architectural, Mechanical, and Electrical renovations and improvements to the Student Union Building. The study provided a menu of renovation and improvement options to be accomplished in phases and iterations as funding comes available. Since the receipt of the Ellis-Feeney Feasibility Study in late 2006, the University has worked to identify and set aside sufficient building reserve funds to allow the proposed improvements to proceed.

In 2008, the Board of Regents authorized the University to pursue the first set of improvements generated by the Feasibility Study. A project effort of \$1,300,000 to renovate and improve the SUB Ballroom was completed in December of 2009.

In August, 2012, the University sought Regents' Authorization for the planning and design phase of a second set of improvements described by the Feasibility Study. Regents' Authorization was granted as a part of the August, 2012 regular meeting of the Board of Regents. The University contracted with Castellaw Kom Architects (CKA) of Lewiston, Idaho and the design phase for these anticipated improvements has proceeded over the course of the fall and winter.

At this time the University is ready to proceed with the bid, award and construction phases of the second set of renovations and improvements. As with the previous Ballroom Improvements, this anticipated project is similarly sized at \$1,300,000. The scope of work includes renovations and improvements to the second floor conferencing and meeting center. The scope will affect the Silver and Gold Room, Chiefs' Room, additional meeting rooms, the common space and ancillary spaces such as the restrooms, storage and back of house spaces (e.g. service or maintenance areas). The work includes renovations and improvements to, flooring, walls and ceiling systems, operable walls and partitions, mechanical systems, and electrical systems. The original intent was to include the Borah Theater in the renovations if the funding allowed, however, the design process confirms that current funding will not allow the inclusion of the Borah Theater. CKA is currently in the development of the construction documents to be used to solicit bids via a traditional design-bid-build process. Working with CKA, the University has developed a base bid scope of work and three additive bid alternates to insure the bid scope of work best matches available funding.

Authorization Request

This request is for Capital Project Authorization to bid, award and construct renovations and improvements to the second floor conferencing and meeting center of the University of Idaho Student Union Building.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

As stated, the total project effort is valued at \$1,300,000 to include design and construction costs and appropriate and precautionary contingency allowances and bid alternates.

Funding for this project will include University strategic investment funds and reserve funds dedicated to the specific use and intent of providing for the improvements and renovations of the Student Union Building.

The project is consistent with the university's strategic plan, specifically, Goal One, Teaching and Learning Activity, Goal 3, Outreach and Engagement and Goal Four, Community and Culture, and the University's Long Range Capital Development Plan (LRCDP). This project is in alignment with the series of improvements envisioned in the 2006 Feasibility Study and Master Plan for the Student Union Building.

IMPACT

Immediate fiscal impact of this effort is \$1,300,000. The project fund source is University of Idaho Strategic Investment Funds and Student Union Building (SUB) Reserves and Endowment Funds set aside for this specific and intended purpose.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 1,064,000
Federal (Grant):	0	A/E & Consultant Fees	130,000
Other (UI)	<u>1,300,000</u>	Contingency	<u>106,000</u>
Total	\$ 1,300,000	Total	\$ 1,300,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

This project is to be funded exclusively with institutional funds. No debt financing will be used. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the bid, award and construction phases of a Capital Project for second floor renovations and improvements of the Student Union Building, in the amount of \$1,300,000. Authorization includes the authority to execute all necessary and requisite consulting, construction and vendor contracts to fully implement the planning, design, bid, award and construction phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of February, 2013

History Narrative

1 Institution/Agency: University of Idaho **Project:** Capital Project Authorization Request, Bid, Award and Construction Phases, Student Union Building Second Floor Renovations and Improvements, University of Idaho, Moscow, Idaho

2 Project Description: A series of Architectural, Mechanical, and Electrical renovations and improvements to the Student Union Building (SUB) second floor conference and meeting center, located on the main campus of the University of Idaho, Moscow, Idaho.

3 Project Use: Replaces, upgrades and improves existing Architectural, HVAC and Electrical systems that are at the end of their life cycle. SUB second floor conference and meeting center dates to the mid-1950's and has not seen substantive improvements and renovations.

4 Project Size: N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 130,000		\$ 20,000	\$ 150,000
History of Revisions: Authorization Request, Bid, Award and Construction Phases, February 2013			\$ 1,150,000	\$ 1,150,000		\$ 1,064,000	\$ 86,000	\$ 1,150,000
Total Project Costs	\$ -	\$ -	\$ 1,300,000	\$ 1,300,000	\$ 130,000	\$ 1,064,000	\$ 106,000	\$ 1,300,000

History of Funding:	PBF	ISBA	* Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other			
Initial Authorization Request, Planning and Design Phase Only, August 2012			\$ 150,000				\$ 150,000	\$ 150,000
Authorization Request, Bid, Award and Construction Phases, February 2013			\$ 1,150,000				\$ 1,150,000	\$ 1,150,000
							-	-
Total	\$ -	\$ -	\$ 1,300,000	\$ -	\$ -		\$ 1,300,000	\$ 1,300,000

* University of Idaho Strategic Investment Funds and Student Union Building (SUB) Reserve Funds set aside for the Renovations and Improvements.

** Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

UNIVERSITY OF IDAHO

SUBJECT

Reimbursement Resolution, Integrated Research and Innovation Center

REFERENCE

June 2005	Initial pre-planning work authorized; official board meeting minutes, tab 15, page 69.
April 2012	Capital project update; official board meeting minutes, item 10, page 38.
December 2012	Planning and Design authorization approved by the Board

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The University of Idaho (UI) desires to construct an Integrated Research and Innovation Center (previously Science and New Technologies Laboratory) on the Moscow campus. This proposed new building will be sited at a central location in the heart of the campus. The facility will establish modern and capable science spaces supporting interdisciplinary research and provide core visualization and computing labs. The project has been cited as a key priority in the University's multi-year capital plans and state funding requests since 1999.

The University received a federal grant supporting conceptual planning of the facility in 2005, and subsequently hired NBBJ as the design agent through a competitive qualifications-based selection process. Initial work included a review of current campus research capabilities, and an evaluation of options to build new versus remodel existing science spaces. Site analysis and selection and initial architectural programming work followed. This initial program work and subsequent program iterations have yielded a refined and tested vision of a \$49M project providing 53,000 square foot of new space.

The project is expected to be funded through a combination of state, federal, private, and agency funding, as outlined below. The project is one of the principal fundraising priorities in the ongoing Capital Campaign entitled "Inspiring Futures."

Upon the recommendation of bond counsel, the University seeks a resolution of the Regents as set forth in the form of Attachment 1 authorizing the University to reimburse its cash reserves for up to \$3.6M in planning and design expenditures approved by the Regents in December 2012. The University will return to the Board at a later date for authorization of subsequent phases of the project.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

IMPACT

The University will use \$3.6M from cash reserves to conduct the planning and design phase of the project as per the Regents' approval in December 2012. The proposed resolution (Attachment 1) will authorize the University to reimburse its cash reserves from future bond proceeds should the full project be approved with the anticipated bond funding.

Prior Authorized Expenditures (Pre-Planning)

Funding	\$938,600	Expenditures	\$936,427
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Anticipated Project

Funding		Estimate Budget	
State	\$ 5,000,000	Construction	\$39,500,000
Federal (Grant):	\$ 0	A/E & Consultant Fees	\$ 4,000,000
Other (UI/Bond)	\$ 30,000,000	Contingency	<u>\$ 4,500,000</u>
Private	<u>\$ 13,000,000</u>		
Total	\$ 48,000,000	Total	\$48,000,000

The overall projected eventual impact, including pre-planning expenditures, and assuming the Construction Phase is eventually authorized, is \$48,938,600.

ATTACHMENTS

Attachment 1 – Proposed Resolution

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

UI requests approval of a resolution to use future bond proceeds to reimburse institutional reserves used for planning and design expenses relating to the Integrated Research & Innovations Center (IRIC). This resolution would be necessary in order for the University to reimburse itself for any expenditure made directly related to this project within 60 days prior to the approval of the resolution.

UI's Net Asset Balances ending June 30, 2012, show \$3.4M designated for IRIC facility planning. Total unrestricted net assets were \$9.3M (exclusive of "obligated" and "designated" assets), for a reserve to operating expense ratio of 2.6%. The Board set a minimum target reserve of 5% as a benchmark in its Strategic Plan (Goal 3. Objective A).

The Board informally considers a debt burden ratio (debt service as a percent of operating budget) of 8% as a debt service ceiling. As of FY 2012 year-end, UI's debt burden ratio was 3.84%.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21, 2013

BOARD ACTION

I move to approve the request by the University of Idaho for authority to use future bond proceeds to reimburse for the planning and design expenditures of the Integrated Research & Innovations Center, and further to approve the Resolution of the Board of Regents regarding the same, as set forth in Attachment 1 to the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**RESOLUTION FOR EXPENDITURE OF PROJECT FUNDS
AND REIMBURSEMENT FROM FUTURE BOND**

A RESOLUTION of the Regents of the University of Idaho authorizing reimbursement of internal University funds expended for planning and design of the Integrated Research and Innovation Center on the Moscow campus in Latah County, Idaho.

WHEREAS, the Regents have approved the expenditure of \$3.6 million from University reserves for planning and design of the Integrated Research and Innovation Center on the Moscow campus located in Latah County, Idaho (the "Project"); and

WHEREAS the University wishes to reimburse its reserves for the monies expended in acquisition of the Project from the proceeds of future bond issuance;

NOW, THEREFORE, BE IT RESOLVED BY THE REGENTS OF THE UNIVERSITY OF IDAHO AS FOLLOWS:

The University may expend monies from its own internal funds for costs of the Project as indicated above and in such event, intends to be reimbursed from the proceeds of its future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to the date hereof. Further, that each Expenditure was and will be either (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. Further, that the maximum principal amount of the Bonds to be issued for the Project described above is \$30,000,000 and the Bonds may finance other University projects. The University reasonably expects on the date hereof that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that the University will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences the University's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, that this resolution evidences the Agency's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse the Agency for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ADOPTED AND APPROVED the ___th day of February, 2013.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
President

By: _____
Bursar

ATTEST:

By: _____
Secretary

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	CHANGING GRADUATION RATE CALCULATIONS	Information Item
3	ELEMENTARY AND SECONDARY EDUCATION ACT WAIVER, IDAHO STAR RATING SYSTEM REWARD SCHOOLS	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

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.

- Budget Presentation
- Update on Teacher and Administrator Evaluations

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

SUBJECT

Graduation Cohort Rate

REFERENCE

December 10, 2009 The State Board of Education approved the implementation of the cohort graduation rate and the request for an extension as a part of revisions to the accountability workbook.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.112.04.e, 34 C.F.R. § 200.19(b) High School Graduation Rate, Non-Regulatory Guidance, December 22, 2008

BACKGROUND/DISCUSSION

In December 2009, the State Board approved the cohort graduation rate extension request to the U.S. Department of Education. US ED approved the request on May 10, 2010 and required that the new cohort rate formula be in place and reported by 2013-2014.

In the interim, Idaho has continued to use the National Center for Education Statistics (NCES) formula that was approved in the original accountability workbook. This formula allows for the state to count students that graduate within five years and to include students on an Individual Education Plan (IEP) who graduate by age 21. This formula uses an aggregate reporting by districts of just the number of dropouts. The full formula is listed below and is fully explained in Section 7.1 of the accountability workbook.

$$\frac{A}{A+B+C+D+E} = \text{Graduation Rate}$$

A = Current Year Graduates
B = Current Year 12th Grade Dropouts
C = Prior Year 11th Grade Dropouts
D = Two Years Prior 10th Grade Dropouts
E = Three Years Prior 9th Grade Dropouts

In the new cohort rate formula, high schools and districts will have both a four-year and five-year rate. The full cohort rate formula is outlined under A-3 in the US Department of Education's December 2008 Non-Regulatory Guidance document. The formula is:

- Number of cohort members who earned a regular high school diploma by the end of the 2011 – 2012 school year.
- Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008 – 2009, 2009 – 2010 – 2011, and 2011 – 2012.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

The cohort rate formula uses student-level data from ISEE to calculate the formula.

SDE is building the application for reporting of the cohort graduation rate. This is the third year of building a four-year cohort. The data will be reported to districts in summer 2013 for review and cohort graduation rates will be reported publicly and included as part of the Star Rating system in 2013-2014.

IMPACT

Due to the changes in the calculation of the formula, there is an expected drop in the graduation rates for high schools and districts.

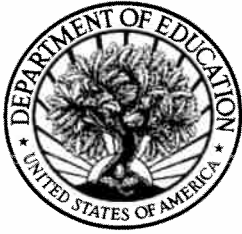
ATTACHMENTS

Attachment 1 – Graduation Rate Extension Approval Letter

Page 3

BOARD ACTION

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



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

The Honorable Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

MAY 3 2011

Dear Superintendent Luna:

I am writing in response to your delayed request under 34 C.F.R. § 200.19(b)(7)(i) for an extension of the 2010–2011 deadline for reporting a four-year adjusted cohort graduation rate (34 C.F.R. § 200.19(b)(4)(ii)(A)) and of the 2011–2012 deadline for using a four-year adjusted cohort graduation rate in adequate yearly progress (AYP) determinations (34 C.F.R. § 200.19(b)(5)(i)). I understand that due to the transition of responsibilities from the Office of the Idaho State Board of Education to the Idaho State Department of Education, the State of Idaho missed the deadline of March 2, 2009 for requesting an extension of the graduation rate calculation requirement. Graduation rates represent an important indicator of the extent to which schools and districts are preparing students for post-secondary education and the workforce.

Idaho requested a three-year extension of the deadline because it will not have collected enough student level data until 2010–2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula defined in 34 C.F.R. § 200.19(b). It will take until 2014 to report graduation rates in AYP calculations.

I am approving Idaho's request for an extension of the deadline to report its four-year adjusted cohort graduation rate. Idaho will first be required to report its four-year adjusted cohort graduation rate with the results of assessments administered in 2013–2014 and use that rate in AYP determinations based on assessments administered in 2014–2015. I am also approving Idaho's request to use its current formula, the National Center for Education Statistics' (NCES) formula, outlined in the Idaho Accountability Workbook as its transitional rate until Idaho begins using a four-year adjusted cohort graduation rate.

Please note that, beginning with AYP determinations based on assessments administered in 2011–2012, Idaho must include the NCES formula in AYP determinations in the aggregate and disaggregate by subgroups at the school, district, and state levels, as required by 34 C.F.R. § 200.19(b)(7)(iii). Finally, Idaho must amend and submit for approval its Accountability Workbook to reflect the graduation rate that will be reported and used in AYP determinations during this transition, and, in accordance with 34 C.F.R. § 200.19(b)(6)(ii), must submit for peer review and Department approval its graduation rate goal and targets for 2009–2010 and beyond.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

Page 2 - The Honorable Tom Luna

We appreciate the work you are doing to improve data quality in Idaho. If you have any questions as you move forward with your work on Idaho's graduation rate, please contact Vicki Robinson of my staff at Vicki.Robinson@ed.gov or (202) 205-5471.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Thelma', followed by a stylized flourish.

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Butch Otter
Carissa Miller

STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013

SUBJECT

Elementary and Secondary Education Act Waiver (ESEA), Idaho Star Rating System Reward Schools

REFERENCE

October 18, 2012 The ESEA Waiver was approved by the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.113

BACKGROUND/DISCUSSION

Under “No Child Left Behind,” Idaho was required to establish categories of reward schools: Distinguished Schools and Schools meeting Adequate Yearly Growth (AYG). A school may be recognized as a “Distinguished School” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in IDAPA 08.02.03.112.03, and if it has significantly reduced the gaps between subgroups. A school may be recognized for an AYG award if it demonstrates improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%). Such schools must have achieved (AYP) to be eligible for this award. The AYG and Distinguished Schools have been awarded for the 2011-2012 school year.

Under the ESEA waiver, Idaho established, required under the waiver, two new categories of reward schools: High-Performing Schools and High-Progress Schools. The criteria, which was established by Idaho, for each award follows and is directly out of the approved waiver which was also approved by the State Board in October 2012.

High-Performing Schools

- In the most recent three years has been rated with a Five-Star Rating for at least two out of three years, AND
- The remaining year attained no less than a Four-Star Rating, AND
- Meet the Annual Measurable Objectives (AMO) in all subjects for overall students and all ESEA Subgroups, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top ten percent of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups

High-Progress Schools

- Previously attained a Three-Star Rating or more, for two or more consecutive years, AND

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

- In the most recent two years has improved to and consecutively maintained a Four-Star Rating or better, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top third of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups, AND
- Be among the top third of Title I schools in the lowest achieving subgroup proficiency and at-risk subgroup proficiency, AND
- Be among the Title I schools making the most progress in increasing graduation rates.

The 2011-2012 schools that have been identified as High-Progress and High-Performance are included as Attachment 1.

When rulemaking can commence after the 2013 legislative session, IDAPA 08.02.03.113 will need to be modified to include the new reward categories and remove the categories that were under the AYP system.

IMPACT

The identification of priority and focus schools as well as recognizing the reward schools for 2011-2012 under the ESEA Waiver, Idaho Star Rating system is a requirement of the approved waiver. Not identifying and publicly recognizing these schools would put the ESEA waiver at risk.

ATTACHMENTS

Attachment 1 – List of High-Performing and High-Progress Schools

Page 3

BOARD ACTION

I move to approve High-Performing and High-Progress Schools reward list and publicly recognize the listed schools, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 21, 2013**

List of Reward Schools for Idaho

District Code	School Code	NCES Number	District Name	School Name	Category	Type
382	169	00501	ROCKLAND DISTRICT	ROCKLAND PUBLIC SCHOOL	Reward	A
84	405	00616	LAKE PEND OREILLE DISTRICT	SOUTHSIDE ELEMENTARY SCHOOL	Reward	A
84	410	00621	LAKE PEND OREILLE DISTRICT	NORTHSIDE ELEMENTARY SCHOOL	Reward	A
271	741	00147	COEUR D'ALENE DISTRICT	BRYAN ELEMENTARY SCHOOL	Reward	A
271	743	00157	COEUR D'ALENE DISTRICT	WINTON ELEMENTARY SCHOOL	Reward	A
421	988	00583	MC CALL-DONNELLY DISTRICT	DONNELLY ELEMENTARY	Reward	A
243	1281	00944	SALMON RIVER JOINT SCHOOL DIST	SALMON RIVER JR-SR HIGH SCHOOL	Reward	A
372	164	00736	NEW PLYMOUTH DISTRICT	NEW PLYMOUTH HIGH SCHOOL	Reward	B
84	293	00603	LAKE PEND OREILLE DISTRICT	KOOTENAI ELEMENTARY SCHOOL	Reward	B
139	559	00839	VALLIVUE SCHOOL DISTRICT	THOMAS JEFFERSON CHARTER	Reward	B
242	722	00160	COTTONWOOD JOINT DISTRICT	PRAIRIE ELEMENTARY SCHOOL	Reward	B
271	738	00155	COEUR D'ALENE DISTRICT	RAMSEY ELEMENTARY SCHOOL	Reward	B
321	773	00338	MADISON DISTRICT	KENNEDY ELEMENTARY SCHOOL	Reward	B
321	779	00336	MADISON DISTRICT	BURTON ELEMENTARY SCHOOL	Reward	B
372	806	00423	NEW PLYMOUTH DISTRICT	NEW PLYMOUTH ELEMENTARY	Reward	B

Note. Type A: Highest-performing School, Type B: High-progress School

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