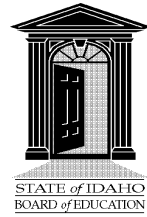


**STATE BOARD OF EDUCATION MEETING
August 14-15, 2013
Idaho State University
Pond Student Union Building
Salmon River Suite
1065 South Cesar Chavez Avenue
Pocatello, Idaho**



Wednesday, August 14, 2013, 1:00 p.m., Idaho State University, Pocatello, Idaho

BOARDWORK

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

WORK SESSION

BAHR

- A. FY15 Line Items

IRSA

- B. Accreditation Process and Status

PPGA

- C. College Completion Goal/Workforce Certificate (Middle Skills)

EXECUTIVE SESSION (Closed to the Public)

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

State Board of Education

- TAB 1. 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, August 15, 2013, 8:00 a.m., Idaho State University, Pocatello, Idaho

OPEN FORUM

CONSENT AGENDA

IRSA

1. Quarterly Report: Programs and Changes Approved by Executive Director
2. Approval to Discontinue Personal and Professional option of the Business Leadership Program

PPGA

3. State Rehabilitation Council Appointment

SDE

4. Adoption of Curricular Materials
5. Professional Standards Commission - Appointment

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Idaho State University Annual Report
2. Presidents' Council Report
3. Idaho Bureau of Educational Services for the Deaf and Blind – Annual Report
4. EPSCoR Annual Report
5. Proposed Rule – IDAPA 08.02.03 – Distinguished Schools
6. Proposed Rule – IDAPA 47.01.02 – GED/HS Equivalency Requirements
7. University of Idaho – Student Appeal
8. Board Policy I.O. Data Management Council, Data Privacy – First Reading
9. President Approved Alcohol Permits

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. TIAA-CREF Share Class Change/Revenue Credit Account
2. Boise State University – Amendment to Employment Agreement – Athletic Director
3. Boise State University – Multi-Year Employment Agreement – Head Track and Cross Country Coach
4. University of Idaho - Multi-Year Employment Agreement – Head Women's Basketball Coach
5. University of Idaho – New Staff Classification System

Section II – Finance

1. FY 2015 Line Items
2. FY 2015 Capital Budget Requests
3. Gender Equity Reports
4. Intercollegiate Athletic Reports – NCAA Academic Progress (APR) Scores
5. Boise State University – Property Purchase – Gage Warehouse
6. University of Idaho – Nike Contract
7. University of Idaho – Executive Residence Project – Planning & Design
8. Lewis-Clark State College – Program Prioritization

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Five-Year Plan
2. Repeal III.K, Prior Learning and amendments to III.L. Continuing Education/Off-Campus Instruction – First Reading
3. III.Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses – First Reading
4. Health Share Ministries and SHIP Waiver

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Proposed Rule – IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference – Idaho Standards and Driver Education
3. Temporary and Proposed Rule – IDAPA 08.02.02.016, Rules Governing Uniformity – Mathematics In-service Program
4. Temporary and Proposed Rule – IDAPA 08.02.02.018, .021, .022, .023, .024, .026, .100, Rules Governing Uniformity – Idaho Educator Credentials
5. Amend Temporary/Pending Rule – Docket 08-0202-1301, Rules Governing Uniformity – District Evaluation Policies
6. Proposed Rule – IDAPA 08.02.03.103, Rules Governing Thoroughness - Cursive Writing
7. Temporary Rule – IDAPA 08.02.03.105, Rules Governing Thoroughness - Graduation Requirement
8. Proposed Rule – IDAPA 8.02.03.105, Rules Governing Thoroughness - Graduation Requirement

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

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as submitted.

2. Minutes Approval

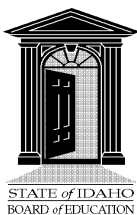
BOARD ACTION

I move to approve the minutes from the June 19-20, 2013 Regular Board Meeting and July 24, 2013 Special Board Meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set August 13-14, 2014 as the date and the Idaho State University as the location for the August 2014 regularly scheduled Board meeting.



STATE BOARD OF EDUCATION
 TRUSTEES OF BOISE STATE UNIVERSITY
 TRUSTEES OF IDAHO STATE UNIVERSITY
 TRUSTEES OF LEWIS-CLARK STATE COLLEGE
 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
 STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

DRAFT MINUTES
STATE BOARD OF EDUCATION
June 19-20, 2013
College of Southern Idaho
Herrett Center
315 Falls Avenue
Twin Falls, Idaho

A regularly scheduled meeting of the State Board of Education was held June 19-20, 2013 at the College of Southern Idaho, Herrett Center in Twin Falls, Idaho.

Present:

Don Soltman, President
 Emma Atchley, Vice President
 Richard Westerberg

Milford Terrell
 Bill Goesling
 Tom Luna, State Superintendent

Absent:

Rod Lewis, Secretary
 Ken Edmunds

Wednesday, June 19, 2013

The Board met in the Herrett Center at the College of Southern Idaho in Twin Falls, Idaho. Board President Don Soltman called the meeting to order at 1:00 pm. Board member Edmunds joined the meeting intermittently via conference call. Board member Lewis was unable to attend.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Atchley/Westerberg): To approve the agenda as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Atchley/Westerberg): To approve the minutes from the April 17-18 regular Board meeting, the May 2, 2013 special Board meeting, and the May 15-16, 2013 Board retreat, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Atchley/Terrell): To set May 14-15, 2014 as the date and Boise, Idaho as the location for the 2014 Board Retreat and to set June 18-19, 2014 as the date and the Eastern Idaho Technical College as the location for the June 2014 regularly scheduled Board meeting. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

WORKSESSION

A. Program Prioritization Process

BOARD ACTION

M/S (Westerberg/Goesling): To approve the program prioritization proposal for Idaho State University as presented. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Westerberg/Goesling): To approve the program prioritization proposal for Boise State University as presented. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Westerberg/Goesling): To approve the program prioritization proposal for University of Idaho as presented. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Westerberg introduced the work session discussion and encouraged feedback from Board members to benefit the institutions. He also recommended the Board make a motion for each of the institutions on whether or not they support the program prioritization proposals as presented. Mr. Westerberg introduced Ms. Selena Grace from the Board office to provide an overview from the Board retreat and revisited recommendations on the program prioritization session with Dr. Dickeson. She reminded the Board members of the list of criteria they were to consider and pointed out the three criteria that emerged from the retreat discussion included external demand, quality of outcomes, and costs and expenses. She also reminded the Board members of the top five needs identified from the retreat work session for Idaho's system. The first was funding, resources and sustainability, the second was scholarships and funding/financial aid, the third was advocacy by the Board and public and legislative understanding, the fourth was retention, completion and student success, and the fifth was greater efficiencies. Item two was tied with item three in votes and item four was tied with item five in votes.

She reiterated the purpose of the mission statement and that it should provide purpose and give direction to the institution. Ms. Grace also highlighted the key areas the mission statement impacts. She quoted Dr. Dickeson in stating the mission is the academic grid against which all evaluation of programs must be measured. Adding it is important in various cases to reexamine and revise the mission statement, and in all cases to reaffirm it. Ms. Grace indicated that Idaho State University (ISU), Boise State University (BSU), University of Idaho (UI) and Lewis-Clark State College (LCSC) would be coming forward with their recommendations for program prioritization. Mr. Westerberg encouraged the Board members to provide direction and feedback to the institutions during their presentations.

Mr. Fletcher provided a summary on what ISU expects to achieve with their program prioritization. Their plan will include six key variables on the academic side and six key variables on the non-academic side. Their process is being done in a unified manner and they have established two key objectives. The first objective is to fund an ongoing university-wide compensation plan for faculty and staff. The second objective is to fund ongoing student programs. Mr. Fletcher indicated the finance and administration, and institutional research functions are currently in the process of generating income/expense statements for all academic programs and non-academic units. He then summarized how the process will proceed in four phases.

Associate Vice President for Academic Affairs, Dr. Laura Woodworth-Ney, outlined ISU's program prioritization process and how it aligns with Dr. Dickeson's criteria and ISU's viability indicators. She

pointed out the six criteria used to evaluate programs are also aligned with ISU's core themes. They are presently working to provide preliminary reports and the institution deans will be provided with the results material within a month. They intend to have workshops throughout the summer for putting the program prioritization in place.

Mr. Fletcher indicated ISU has assessed the experiences of five other higher education institutions and identified that surveys were used to assess key non-academic program prioritization factors. Mr. Fletcher explained their scoring schedule for ranking and weighting programs and that they would be using a quintile system and five-point scale. In summary, Mr. Fletcher indicated this process should provide greater infusion of performance measurement metrics into institutional budgeting decisions, provide better support for students, and is in conformance with Board mandates, the Governor's ZBB initiatives, and with ISU's strategic plan and accreditation.

Mr. Terrell asked for clarification on how they will weigh the criteria for prioritization. Dr. Woodworth-Ney responded that they are in the process of setting viability indicators presently and explained how they would be looking at the various academic and non-academic programs; and summarily that this program prioritization process is in its elementary stages. They are also examining how to address the need that does exist in the market for programs that may not weigh well and are working to identify ways to repurpose those programs and still provide options for the effected student population. Mr. Soltman asked if there was any feedback from the deans or chairs. Dr. Woodworth-Ney responded that there has been some feedback and in reviewing the program data, it will give the deans some flexibility where it didn't exist before, and provide a better picture of the programs. Mr. Luna asked if there was pre-notification for students on the kinds of jobs a degree would direct them toward and how students are informed on their choices. Dr. Woodworth-Ney responded they are implementing advising changes which includes doing far more than advising on just curriculum; they will be advising on items such as financial aid to job market and employment data.

Mr. Westerberg recommended a robust communication plan for all institutions in communicating with staff and the Board on this program prioritization process.

Dr. Schimpf provided an overview from BSU. He started by saying they feel with Dr. Dickeson's direction, BSU will increase efficiencies and alignment of resources with this prioritization process. He described how BSU intends to use this process to evaluate academic and non-academic activities, and that along with using new resources it will also be an opportunity to reallocate resources. They will evaluate based on weighted criteria determined by faculty and staff. The programs will then be distributed into one of five quintiles. Dr. Schimpf provided a bit of funding history on the institution and clarified that the end result in this prioritization process will be to minimize costs and maximize benefits. They intend to use existing processes and data sets and fold them into initiatives currently underway. Dr. Schimpf outlined one pitfall of prioritization which is faculty and staff morale. He indicated this is a large concern for BSU and should be for all institutions as the program prioritization process will generate questions of the ability to retain top quality faculty and staff.

Dr. Schimpf went on to discuss the process which will include establishing a Program Prioritization Committee, gathering or generating data, verifying data and scoring criteria according to previously established rating mechanism. At this point, the deans, provosts and vice presidents will equally distribute the programs into quintiles. Rankings will be published along with recommendations for new efficiencies, hearings will be conducted, information will be reviewed by provosts and vice presidents and the final rankings will be published and forwarded to the president. Once the programs are forwarded, the president will work with the Program Prioritization Committee and Executive Council to synthesize the results. Dr. Schimpf discussed the quintiles and ranking, pointing out that along with the ranking and weighting, programs will be assessed on cost versus necessity and provided an overview of that process. Dr. Schimpf summarized the targets for BSU's program prioritization which included identifying programs to consider for discontinuation, identifying opportunities for improvements to organizational structure and function, identifying how programs can be improved, and how to maximize benefit and minimize the cost of university processes.

Mr. Terrell asked where the institution is looking outside of state funding in preparing for the need for

additional resources down the road. Dr. Schimpf responded they are looking at new business models and new sources of revenue. He felt that changes to Board policy may come forward and also commented on the need to look at new ideas, and for the Board to be open to institutions looking at new funding sources. Dr. Schimpf indicated it would be critical for the institutions to be working together with community colleges to benefit student success and seamless transferability.

Mr. Westerberg asked staff if this program prioritization meets the mandate for ZBB. Mr. Freeman responded everything so far looks to be consistent with the ZBB mandate. He also recognized David Hahn and Richard Budzich from the Division of Financial Management as guests at today's meeting.

Interim President Don Burnett from the University of Idaho introduced Interim Provost Dr. Kathy Aiken, and Vice President of Finance and Administration Ron Smith to provide detail on the program prioritization process. He provided some supportive introductory comments on how UI has approached the Board's directive on program prioritization and how they have some experience with it. He remarked that in 2008-09 the university examined its academic programs based on the Dickeson model. During that time, they closed 37 programs and put 15 on a watch list.

Provost Aiken started by saying that rather than calling this a program prioritization process, they are referring to it as a *Focus for the Future* for the university. She provided for Board members a visual map of what they have accomplished thus far based on Dickeson's model. The university proposes to use an inclusive and comprehensive process which will include the deans, department chairs, senior administrators, faculty and staff leaders as well as student leaders to participate in program review. The review will include administrative as well as academic programs. She indicated they will do program review in all quintiles, apply criteria and use the results. They expect a collaborative approach to this task will provide them with more useful information as they look holistically at the university, and will allow them to make some challenging decisions. She also indicated that since 2008-09 they have reviewed programs on a continuous basis.

Ms. Atchley asked if they addressed non-academic programs in their previous experience. Dr. Aiken responded they had not, but many of the criteria and experiences would be useful in addressing non-academic programs going forward. Mr. Smith also responded similarly and indicated they would be looking at opportunities to provide efficiencies in the non-academic areas. Mr. Soltman asked if athletics and auxiliaries would be included. Mr. Burnett responded auxiliaries and athletics would be considered. Dr. Aiken walked the Board members through the decision cycle for the prioritization process.

Dr. Goesling requested the institutions standardize the way they present the program prioritization information to the Board.

Prior to excusing the meeting for a 10 minute break, President Soltman acknowledged Representative Lance Clow as a guest in the audience.

President Fernandez introduced LCSC Vice President of Finance and Administration Chet Herbst, and Dr. Lori Stensen, Interim Provost and Vice President for Academic Affairs. Dr. Fernandez started by commenting that they have in place at LCSC an integrated planning, programming, budgeting and assessment process. He indicated that there is also a resource allocation and shared governance process in place as well. He commented on the reasons and necessity LCSC adopted the planning and programming process some years ago. This process is program-centered and includes assessment of instructional and non-instructional items and involves faculty and staff. Dr. Fernandez outlined LCSC's primary emphasis programs and indicated they are assessed annually. He added LCSC has in excess of ten years worth of data of this kind of prioritization. Dr. Fernandez added LCSC's strategic plan is linked to the Board's strategic plan and went on to discuss how LCSC would apply the program prioritization process going forward, and that those outcomes would be identical to LCSC strategic plan goals.

Dr. Fernandez indicated that in establishing the criteria, they have settled on two. The first is mission centrality and essentiality; the second is demand – both internal and external. Dr. Fernandez discussed implementing program prioritization and indicated shared governance structure and processes are in place and adaptable to program prioritization. In conclusion, Dr. Fernandez indicated LCSC would be well

situated to implement program prioritization and ZBB in the upcoming year.

Mr. Westerberg asked about the consolidation of the ten Dickeson criteria into two, and asked if the Dickeson criteria principles would be rolled up into the two identified by LCSC. Dr. Fernandez responded the two are very useful criteria, and behind them are several measures that make up each one. Dr. Goesling expressed concern over being able to make comparisons within the criteria if only two are listed. Dr. Fernandez responded they would make the criteria more visible for the Board. Mr. Soltman indicated it would need to be very transparent and evident to DFM that each institution has gone through sufficient rigor in their review process. Mr. Westerberg commented LCSC will need to put these criteria into quintiles and recommended having more than two. Dr. Fernandez responded that this is a draft and they will be working on the establishment of criteria central to their mission. Mr. Westerberg concluded LCSC has additional work to do on this proposal and indicated the Board would not make a motion on LCSC's proposal today. Ms. Grace indicated that she and Matt Freeman would be working with institution vice presidents of finance and provosts to further develop the institutions' proposals so that they may be presented to the Board in a consistent format.

B. Recommended Changes to Assigned Statewide Program Responsibilities and Five-Year Planning Requirements

Mr. Westerberg introduced the item and provided a bit of history in moving from an eight year plan to a five year plan. He indicated the Board will look at those plans with a critical review and determine whether the institutions have the authority to move forward in developing those programs to bring them before the Board for approval in August.

Dr. Goesling asked how they could move into a five year plan without program prioritization being complete. Ms. Grace responded that in conversations with provosts and IRSA Committee members, it was determined an eight year plan was too far out to do realistic academic planning, which was in addition to the revisions to policy III.Z. From that, it was decided to reduce it to a five-year plan. The five year plan does include a review of programs, but moreover it is direction for the institution on where it is going. Mr. Westerberg commented the program prioritization will help develop and inform the five year plan as institutions move forward in the process.

Ms. Grace provided a comparison of the eight year plan versus the five year plan and indicated it has a stronger statewide focus rather than regional focus. The eight year plan historically was more of a wish list for institutions whereby they would include every type of program in the plan they might like to have. Additionally, those plans did not include important types of assessments. She indicated the five year plan is a more comprehensive planning process and is a rolling five year plan which includes a high level needs assessment. She indicated the plan Board members will be reviewing in August encompasses academic years 2012-13, 2013-14 and 2014-15 which have a significant amount of data associated with them. For academic years 2015-16 and 2016-17, there will be a high level description of the program. Starting in August 2014, the Board will then see the plans every two years.

Ms. Grace indicated that after the establishment of the five year plan, the next steps are to revisit statewide program responsibilities and address on-line delivery. Mr. Westerberg recognized the collaboration efforts and work of the provosts in this process. Ms. Grace identified policy and financial delineations for BSU, ISU and UI. She also identified anomalies for the institutions, degree options not currently offered but which are listed as statewide, and the changes the campuses would like to make. A thorough list of this information was provided to Board members in their agenda materials. She also pointed out the campuses and staff are working on issues not listed in the materials provided. Ms. Grace read aloud for Board members the comments of Mr. Lewis who was not present at today's meeting. Ms. Grace asked for Board input on how to proceed in order to be prepared for the Board at its August meeting.

Ms. Grace also pointed out the University of Idaho will include the original language from its mission statement related to having the regional responsibility for medical and veterinary medical education programs in which the state of Idaho participates. Specifically, the use of the word "regional" in that language is in question, or if it should be used differently. Mr. Soltman asked if regional was beyond the

boundary of the state. Ms. Grace responded affirmatively. Mr. Terrell requested clarification on the use of the word regional and remarked it would need to be looked at closely before moving forward.

Ms. Grace identified one additional change in the five year plan related to the program proposal process in an effort to streamline the process. She commented on the number of programs that come to the Board office for approval and requested Board feedback on how that process could be streamlined. Ms. Grace outlined the entire process and how the programs are evaluated and reviewed in committee. Further, she commented on the monetary threshold for approving programs. Ms. Grace identified two options to streamline the five-year plan and program proposal process. Under option one, the requirements are significantly changed. Option two simplifies the proposal requirements only. Option three would be to retain the current process. She clarified the criteria under each option, also indicating it would likely require a change to Board policy. To clarify, the CAAP Committee brought forward the recommendations for the first option and staff has proposed the second option. Discussion concluded that option one appeared to be the best recommendation.

Ms. Atchley expressed that a sunset clause or review of the program after a certain number of years that would identify if projections are being met and if the program is functioning as intended should be included in the program review process. She encouraged the review process in order for the Board and the institution to identify whether programs are exceeding expectations or have fallen short after the initial development of the program. Adding that often once the programs are approved there is little or no report on their progress. Mr. Terrell expressed concern about the financial challenges of the programs as well not only for the institution but for the students. Ms. Grace clarified that the programs she is referring to are not the actual programs but are expansions, emphases, options, etc., under existing degree programs. She added that if there was a fiscal concern, the Board could establish a fiscal threshold.

Mr. Westerberg concluded that there would be a policy change proposed at the August Board meeting related to this item. Dr. Rush commended the IRSA committee and staff for the work on this proposal. Mr. Soltman recessed the meeting the meeting at 4:17 pm.

Thursday, June 20, 2013, 8:00 a.m., College of Southern Idaho, Herrett Center, Twin Falls, Idaho.

The Board convened for regularly scheduled business at 8:00 a.m. at the College of Southern Idaho. Board President Don Soltman called the meeting to order at 8:00 a.m. Mr. Luna joined the meeting at 8:12 a.m. Mr. Edmunds joined the meeting intermittently via conference call. Mr. Lewis was not able to attend.

CONSENT AGENDA

M/S (Atchley/Goesling): To approve the consent agenda as posted. The motion carried unanimously. Mr. Edmunds and Mr. Lewis were absent from voting.

Related to the consent agenda items, Dr. Goesling asked BSU about library services and if there has been an effort to combine the various contracts the institutions have with the Board of Library Services. Ms. Pearson indicated the library contract is a part of a consortium that the other institutions may be members of. She indicated she would follow-up on the details of the consortium and the agreements with the Board of Library Services. Mr. Freeman responded to the consent agenda item about library materials, commenting that cumulatively when they are rolled up together they reach the Board dollar threshold amount. Mr. Freeman indicated he will convene a meeting with the financial vice presidents and their purchasing managers to look at the different scenarios and perhaps amend Board policy to allow those types of contracts to go forward without Board approval.

Business Affairs & Human Resources (BAHR) – SECTION II – Finance

Mr. Terrell requested unanimous consent to move the ISU bonding item to the first item on the BAHHR agenda. There were no objections.

1. Boise State University – Library Subscription Services

BOARD ACTION

By unanimous consent to approve the request by Boise State University to enter into contracts with Lyrisis/Wiley for a term commencing retroactively on January 1, 2011 and Lyrisis/Springer for a term commencing retroactively on January 1, 2012 for e-journal subscriptions for a total cost not to exceed \$1,482,787.

2. Boise State University – Contract Extension for Idaho Regional Optical Network (IRON)

BOARD ACTION

By unanimous consent to approve the request by Boise State University to extend its agreement with IRON for an additional year in accordance with the terms herein.

3. Boise State University – Athletics Security and Services Staffing Contract

BOARD ACTION

By unanimous consent to approve Boise State University's request to enter into an agreement with MAV for an additional two years for a total cost not to exceed \$574,300.

4. Idaho State University – Upgrade of Pocatello Campus Telephone System

BOARD ACTION

By unanimous consent to approve the request by Idaho State University to upgrade the Pocatello campus telephone system for a cost not to exceed \$3 million.

5. University of Idaho – Football Air Charter Service Contract

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to enter into an air charter service contract for the 2013 Football team's away games for an amount not to exceed \$606,355, and to authorize the vice president for finance and administration to execute the contract in substantial conformance with the form submitted to the Board as Attachment 1.

6. Higher Education Research Council Budget

BOARD ACTION

By unanimous consent to approve the FY 2013 Higher Education Research Council Budget Allocation as presented.

Institutional Research & Student Affairs (IRSA)

7. EPSCoR Appointment

BOARD ACTION

By unanimous consent to appoint Dr. David Hill to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the Idaho National Laboratory, effective immediately.

Planning, Policy & Governmental Affairs (PPGA)

8. University of Idaho – Faculty Constitution and By-laws

BOARD ACTION

By unanimous consent to approve the proposed changes to University of Idaho Faculty constitution and by-laws as set forth in the materials submitted to the Board as attachment 1 and 2.

9. Eastern Idaho Technical College – Advisory Council Appointment

BOARD ACTION

By unanimous consent to approve the appointment of Carrie Scheid to the Eastern Idaho Technical College Advisory Council for a term effective immediately, and ending December 31, 2015.

10. Accountability Oversight Committee Appointment

BOARD ACTION

By unanimous consent to approve the reappointment of Senator John Goedde to the Accountability Oversight Committee for a term of 2-years commencing July 1, 2013 and ending on June 30, 2015.

State Department of Education (SDE)

11. Professional Standards Commission Appointments

BOARD ACTION

By unanimous consent to appoint Angela Lakey-Campbell as a member of the Professional Standards Commission for the remainder of a three year term effective immediately and expiring June 30, 2015, representing Secondary Classroom Teachers.

12. Transport Students Less Than 1 ½ Miles for the 2011-2012 School Year

BOARD ACTION

By unanimous consent to approve the requests by one hundred school districts (100) and twelve (12) charter schools for approval to transport students Less than one and one-half Miles as listed in Attachment 1.

13. Request for Waiver of 103% in Student Transportation Funding Gap

BOARD ACTION

By unanimous consent to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2013 of 116% for a total of \$29,376 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2013 of 143% for a total of \$34,154 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2013 of 123% for

a total of \$7,208 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2013 of 144% for a total of \$9,413 in additional funds from the public school appropriation.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. College of Southern Idaho (CSI) – Annual Progress Report

Provost Jeff Fox provided an overview of CSI's progress in carrying out the college's strategic plan. He noted that the entire Board of Trustees was present in the audience today and extended them a warm welcome to the meeting. Dr. Fox named the colleges' core themes and reported on annual student head count and FTE. He reported on annual enrollment growth at CSI since 2007-08 and that headcount has grown 6%. Dr. Fox reported on remediation reform and that faculty and staff continue to discuss redesign and collaboration efforts across the state. He reported on the CSI Foundation scholarships and that those scholarships are largely funded by endowments, donations and commitments from community members who support CSI. This year's \$1.188 million in scholarships is evidence of the community support for the college. In addition to the scholarships, the Foundation offers mini grants to faculty and staff for development of great ideas. Dr. Fox reported on the progress of several campus projects such as the Cheney Drive Loop Road project, and the applied technology and innovation center, some of which are nearing completion. Dr. Fox highlighted campus accomplishments, numerous wide-reaching faculty accomplishments, and several programs that were recognized for their excellence in their specific area, along with several employee awards, commenting on how proud they are of their faculty and staff.

Dr. Fox went on to discuss CSI's strategic plan and that it is making steady progress toward the goals and objectives outlined in that plan. He outlined the progress on select performance measures such as affordability, student satisfaction and number of degrees/certificates awarded. He highlighted some of their programs, such as the CSI dental hygiene program, the CSI surgical services program, and the physical therapist assistant consortium and reported on their progress and positive impact.

Dr. Fox reported on the many grants of the college and that they have received \$8.7 million toward those grants. He provided some highlights of the colleges' sports teams and reported on some impressive rankings of various teams such as volleyball, softball, rodeo, and basketball to name a few. Dr. Fox reported on CSI's educational outreach and how engaged the college is with the community, as well as its higher education collaboration with other institutions and partnerships with several consortiums, and that CSI has been an integral part of business development in the valley.

Dr. Fox took a few moments to recognize the accomplishments of retiring CSI President, Dr. Jerry Beck, providing a bit of history about Dr. Beck's contributions to the valley and CSI. He also recognized interim President Curtis Eaton.

2. President's Council Report

President's Council Chair Don Burnett reported on behalf of the President's Council. The Presidents' retreat will be just prior to the August Board meeting in Pocatello. On Tuesday, August 13, they will have a work session and a reception that evening with the committee chairs of the Board; followed by a continuation of the meeting Wednesday morning which will include the committee chairs.

He reported on the recent activities of the Presidents' Council which included discussion on the University of Idaho Taskforce Update on Alcohol Use Policy, update on the Web Portal, and Program Prioritization Process. At the Council's May 7, 2013 meeting major topics discussed included progress and next steps on alcohol issues, the alternative statewide degree, principles of institutional business enterprises, voluntary framework of accountability and CEC budget request. He commented that the presidents adopted a resolution to urge the Board to advocate with the Governor and Legislature for a statewide CEC request.

President Burnett provided a very thorough report on the status and findings thus far of the Alcohol and Greek Life Task Forces. He reported on some statistics of under age and young adult drinking, adding that since this is a community issue, both the campus and the community should be involved. He indicated that permitted events have lesser outcome of alcohol incidence than non-permitted events do, concluding that permitting may be an effective way of addressing the problem, along with increased accountability for students, policy changes and working with law enforcement. He summarized the entities and people who make up the Alcohol Task Force and reported that both the Alcohol Task Force and the Greek Living Task Force recommend a paradigm shift on campus, adding that there will be further discovery and discussion at the August Board meeting.

3. Idaho Public Television – Annual Report

Board President Soltman indicated that this would be Mr. Morrill's final report to the Board as he is retiring this year. While under his direction, Idaho Public Television (IPTV) has enjoyed a long and impressive list of accomplishments. Also while under Mr. Morrill's direction, IPTV has become the number one most watched public television station in the country. Mr. Soltman commented on Mr. Morrill's service and dedication to the state of Idaho and to public television, which spans 17 years for IPTV and 34 years total for the state, and thanked him for his years of passionate service.

Mr. Morrill, General Manager of the Division of Idaho Public Television, provided an overview of IPTV's progress in carrying out the agency's strategic plan. He reported that this is Outdoor Idaho's 30th year of service to Idaho and showed a short video highlighting the program. He reported on the program structure for IPTV and the funding that largely comes from private donations and grants. He reported that there were no audit findings for FY12. Mr. Morrill reported that IPTV is the most viewed public broadcasting station in the country and highlighted a number of awards and award winning services, commenting on several awards in areas that were not expected. He remarked on how their staff is adapting to new ways to communicate electronically to the community and beyond.

Mr. Morrill indicated that Antiques Road Show will be coming to the valley and it will include three one-hour segments that will be broadcast nationwide. Mr. Morrill reported that IPTV is exceeding its peer groups in donor gifts as well. He reported on IPTV's effective and efficient delivery models, and that they operate with about half the FTE of their peers. He reported on their assets and their deferred maintenance challenges, indicating that certain grant pools will be discontinued and federal funding will be reduced considerably going forward. In summary, their educational content is excelling and they are maintaining high quality material for their viewers. In closing he shared a touching video clip from Outdoor Idaho on a series that looks at people with serious illnesses and injuries who gain strength and solace from being in Idaho's great outdoors on trips organized by four non-profit organizations across the state.

4. Workforce Development Council Report

Mr. Westerberg requested unanimous consent to return to this item later in the agenda as a few of the representatives speaking to the item were still in transit to the meeting.

BOARD ACTION

M/S (Westerberg/Terrell): To refer the recommendations to the Planning, Policy and Governmental Affairs Committee for further analysis. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Tim Komberec, Chair of the Workforce Development Council (WDC) introduced President Bert Glandon, Dwight Johnson, and Sue Simmons to assist him in providing a report for the Board. Mr. Komberec reported that the Educational Attainment Task Force consisting of 21 individuals from business and education areas and divided into four subgroups, originally developed sixteen recommendations of which eight were prioritized. From those recommendations, the Task Force recommended eight for immediate development. Those recommendations were reviewed by the Governor's office which provided a positive response and encouragement. They are moving forward on three of the recommendations which will be

presented today for recommendation. There are another two that will require consideration of a number of individuals to implement effectively.

Dr. Glandon reported that the Workforce Development Council has adopted a recommendation to create a new industry sector grant program funded by the Workforce Development Training Fund which will provide grants up to \$1 million for two years to postsecondary institutions. Those institutions must partner with at least three business who share common workforce needs to identify and address pipeline training needs in Idaho. The next recommendation is to develop educational transparency metrics that will provide aggregate employment and wage outcome data of graduates by degree and by educational institution so students and policy makers can make informed decisions. In addition, the Task Force recommends that additional data be developed regarding information on educational attainment below the associate level to answer questions about how many people hold certificates, what industry credentials exist, and what value do the certificates and credentials contribute to employability and the economy.

Dr. Glandon commented on recommendations they feel will require action from the Board to be successfully implemented. The first is to establish a standard approach throughout public higher education for awarding credits based on prior learning and experience. Second, that the state Board help to establish and promote a standardized approach for professional-technical education industry advisory committees using best practices. Third, to explore best practices being used in other states which have adopted an "every teacher as a counselor" model. Dr. Glandon commented that the last two recommendations will require work by various partners to be successful. The fourth recommendation is to create an annual industry/education partnership event to better connect education and training to business needs. The final recommendation is to explore the advantages of establishing some type of career readiness tool that could provide employers with a commonly understood credential that represents a set of skills or core competencies.

Mr. Luna asked for more detail on earning credits for prior learning and experience. Dr. Glandon responded that the Council discussed a number of ways to award credit and discussed how there could be standardization of how credit is awarded for specific skill sets and how those would be translated coming out of business and industry into a certificate or degree using a portfolio approach. Mr. Luna asked who will review the portfolio to ensure it contains certain criteria and how it is translated. Dr. Glandon responded they are looking at a more objective approach to reviewing those portfolios and how to move students along more efficiently and effectively. Mr. Luna encouraged multiple ways of earning credits for students.

5. University of Idaho CEO Search – Status Update

Ms. Atchley reported to the Board that the UI presidential search process is proceeding well. The search committee spent considerable time developing the position profile and felt the advertising was far reaching to attract highly qualified candidates. August 15, 2013 is the deadline for submission. Tentatively, in September, they expect to review applications and interview candidates, and in October they intend to interview finalists.

Ms. Atchley reported that one item which was discussed was the physical state of the current residence provided for the university President. The Presidential residence is a factor in the current search and addressing and resolving the housing issue will be beneficial to the search.

Mr. Ron Smith provided comments about the residence which was built in 1966. They received estimates in consideration of renovation based on the age, condition, and design of the current building. Those estimates for renovation came back between \$300,000 and \$400,000 which do not include repairs to windows, or the HVAC system. They have determined that renovation is neither feasible nor cost effective long-term.

Mr. Smith reported that the university has also met with the UI Foundation to discuss financial assistance for a renovation or replacement of the residence. Early estimates indicate new construction to include both private living quarters and public/event space could cost as much as \$2 million (10,000 sf @

\$200/sf). The Foundation has indicated it may be able to fund construction of the private living quarters, which is approximately one-half the cost of the project. Mr. Smith indicated they would return to the Board with more solid estimates once those are obtained. He indicated they are looking into a temporary solution in the interim such as a rental property.

6. Taskforce for Improving Education – Status Update

Mr. Westerberg provided an update on the Education Task Force. He reported that they have met five (5) times since January to gather information and discuss ideas for improvement initiatives and have had a number of public forums. Three subcommittees – Structural Change, Fiscal Stability, and Effective Teachers and Leaders – will meet in June, July, and August to further develop recommendations to be submitted to the Board and the Governor in September.

At this time the meeting returned to item number four on the agenda.

7. Salmon School District – District Supervisor Appointment

BOARD ACTION

M/S (Westerberg/Terrell): To approve the appointment of Dave Teater as the Salmon School District Supervisor and to authorize the Executive Director to negotiate and sign a contract with the District Supervisor on behalf of the Board. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Westerberg introduced the item which is to appoint a district supervisor for the Salmon project. He commented that the Salmon School District had several failed bond elections regarding repair of two schools in the district, and that the Public School Facilities Funding Panel found the district had indeed met the conditions specified in Idaho Code for the fund. The panel unanimously approved an amended application submitted by the District and the amount approved by the panel was \$3.6M.

8. 2013 Legislative Ideas

BOARD ACTION

M/S (Westerberg/Atchley): To approve the legislative ideas 1-9 as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Substitute Motion

M/S (Goesling/Terrell): To approve the legislative ideas 1-6, 8 and 9 as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process. The substitute motion carried four to one. Mr. Westerberg voted nay on the substitute motion. Mr. Luna was absent from voting.

Ms. Tracie Bent from the Board office provided an update for the Board on the eleven legislative ideas and pointed out the statement of purpose and fiscal note for each of the items was provided in the Board materials. She provided a brief description on each of the legislative ideas being proposed. The items included Board of Education Member Appointments, Residency Determination, Registration of Postsecondary and Proprietary Schools, Postsecondary Enrollment, Enrollment Workload Adjustment, Liquor Funds Disbursement to Community Colleges, Charter Commission becoming a self-governing agency, Recommendations of the Education Taskforce, Boise State University – Autonomy, University of Idaho – Tax Commission Information Sharing, Idaho State University – State Constitution Amendment.

Mr. Soltman asked about item 10 and the University of Idaho's request on Tax Commission information sharing. Legal Counsel for UI Kent Nelson indicated they are modeling this proposed legislation after

legislation already in statute and currently used by Idaho Fish and Game that uses information to verify resident status. He reported that this request would provide authority for the State Tax Commission to release income tax filing information to the public higher education institutions to verify tax filing status of individuals claiming residency status. The information requested by UI will be very limited in nature and used solely for determining resident status. Mr. Luna cautioned on the firewalls and protections in place for this type of request to protect people's privacy, and that the climate is very sensitive regarding private information. Dr. Vailas advised the Board to have an external third party review before proceeding with this item.

Ms. Bent clarified that approval of today's motion is approval of the idea and not necessarily approval of the language. Today's approval allows staff to begin working on these items and their content language.

Mr. Terrell requested an AG's opinion related to the request by the University of Idaho. There was discussion that it was premature to request a constitutional amendment.

Mr. Luna also expressed concern about taking the Charter Commission out from under the Board. He requested additional information on this item before moving forward on it, specifically on the appeals to the Charter Commission. Ms. Bent responded that appeals would still come before the Board. She clarified that it would be more of a technical change and that the Charter Commission would have its own budget. Dr. Rush added that JFAC already sees it as a separate program area for the budget which includes the FTE. The rulemaking authority would still be retained at the Board level.

Mr. Westerberg requested any of the Board members who have specific questions regarding the proposed legislation to provide them to Tracie Bent at the Board office to be addressed. He also clarified that with today's motion that the Board is approving the development of the proposed ideas.

Dr. Goesling requested a more in-depth look at item number seven and for it to be pulled from the motion along with items ten and eleven. He offered a substitute motion.

9. Institution Strategic Plans

BOARD ACTION

M/S (Westerberg/Terrell): To approve the 2014-2018 (FY15-FY19) strategic plans of the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College and Eastern Idaho Technical College as submitted. The motion carried unanimously. Mr. Lewis, Mr. Edmunds and Mr. Luna were absent from voting.

10. Boise State University – Alcohol Permits for 2013 Home Football Games – Stueckle Sky Center

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to allow the sale of alcohol in the Sky Center during the 2013 home football season, Famous Idaho Potato Bowl, the 2014 spring game, and if applicable, a conference championship game as set forth herein. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

11. Boise State University – Alcohol Permits for 2013 Home Football Games – Carven Williams Complex

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Boise State University to allow alcohol service during the 2013 football season in the Caven Williams Sports Complex as submitted in Attachment 2 and 3 and under the conditions outlined in Board Policy Section I.J. subsection 2.c. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

12. Idaho State University – Alcohol Permits for 2013 Home Football Games**BOARD ACTION**

M/S (Westerberg/Atchley): To approve the request by Idaho State University to establish secure areas as specified in Attachment 2 and 3, for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J. for the 2013/14 football season. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

13. University of Idaho – Alcohol Permits for 2013 Home Football Games – Pre-Game Events**BOARD ACTION**

M/S (Westerberg/Goesling): To approve the request by the University of Idaho to allow alcohol service during the 2013 football season in the North Kibbie Field, Student Activities Field, and the Menard Law Building foyer under the conditions outlined in Board policy section I.J., subsection 2.c. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

14. University of Idaho – Alcohol Permits for 2013 Home Football Games – Club Seating**BOARD ACTION**

M/S (Westerberg/Atchley): To approve the request by the University of Idaho to allow alcohol service during the 2013 football season and during the spring 2014 football scrimmage, in the Litehouse Center / Bud and June Ford Club Room (Center) located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J., subsection 2.c. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

15. President Approved Alcohol Permits

Mr. Westerberg indicated the Board members were provided with an update in their meeting materials. The last update presented to the Board was at the April 2013 Board meeting. Board staff has prepared a brief listing of the permits issued for use which was included in the agenda materials for the Board's review.

16. Proposed Rules – IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12, Scholarships Repeal**BOARD ACTION**

M/S (Westerberg/Terrell): To approve the Proposed Rule changes removing IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

17. Proposed Rules – IDAPA 08.01-09 – Gear-Up Idaho Scholarship**BOARD ACTION**

M/S (Westerberg/Terrell): To approve the Proposed Rule changes to IDAPA 08.01.09 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Bent offered clarifying comments regarding this scholarship and how it is awarded. The scholarship is available to students who attended a school participating in the GEAR UP program and who participated in the program's early intervention component in grades seven (7) through ten (10). To be eligible for participation the student must have graduated in 2012, or will be graduating in 2013 or 2014. During this past award cycle a number of areas within the rule were identified as needing further clarification. The proposed amendment to IDAPA 08.01.09 provides additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements. The proposed

changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship.

18. Proposed Rules – IDAPA 08.01.13 – Opportunity Scholarship

BOARD ACTION

M/S (Westerberg/Atchley): To approve the Proposed Rule changes to IDAPA 08.01.13 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Bent reported that these changes are a result of suggestions from the Scholarship Committee. Proposed changes to IDAPA 08.01.13 will bring the Opportunity Scholarship rule into alignment with the changes made Idaho Code in Senate Bill 1027 as well as clarify how the amended Opportunity Scholarship program will be administered. Amendments are made to the academic eligibility and continuing eligibility requirements for applicants, and the deadline for submitting applications. The most significant change is a gpa from 2.5 to 3.0. The proposed rule, if accepted by the Legislature, would take effect at the end of the 2014 legislative session.

19. Temporary Proposed Rules – IDAPA 08.02.04, Rules Governing Charter Schools, and IDAPA 08.03.01, Rules of the Public Charter School Commission

BOARD ACTION

M/S (Westerberg/Goesling): To approve the Temporary Proposed Rule changes to IDAPA 08.02.04 and IDAPA 08.03.01 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Bent indicated that during the 2013 legislative session, changes were made to statutes governing charter schools in the state of Idaho. The proposed changes amend rule to coincide with the 2013 statutory changes and the proposed changes will bring both rules into compliance with changes made during the 2013 legislative session and provide for administrative efficiencies.

At the end of the Planning Policy and Governmental Affairs agenda, Mr. Westerberg introduced Dr. Vailas from ISU to announce the retirement of Dr. Barbara Adamcik. He offered some thoughtful comments about Dr. Adamcik's years of service and dedication to higher education. He also introduced Dr. Woodworth-Nay as Dr. Adamcik's successor. Ms. Atchley also recognized that ISU is in the top 15 public institutions for the lowest tuition and the top salaried for job placements.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Boise State University – Self-Support Graduate Certificate, Mathematics Consulting Teacher Endorsement

BOARD ACTION

M/S (Westerberg/Goesling): To approve the request by Boise State University to create a new self-support Graduate Certificate leading to the Mathematics Consulting Teacher Endorsement. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Westerberg/Luna): To approve the request by Boise State University to designate a self-support fee for the Graduate Certificate leading to the Mathematics Consulting Teacher Endorsement in conformance with the program budget submitted to the Board in Attachment 1. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Dr. Schimpf indicated that Boise State University proposes to create a new self-support program that will prepare students for a Mathematics Consulting Teacher Endorsement (MCTE). The Graduate Certificate is intended for individuals who want to develop the professional skills and knowledge to successfully work

with teachers and students in developing mathematical understanding. Successful graduates will be recommended to the Idaho State Department of Education for the Mathematics Consulting Teacher Endorsement.

The proposed program has its origins in the Initiative for Developing Mathematical Thinking (IDMT) at BSU, which is funded through multiple state and federal grants and is charged with providing professional development to in-service teachers across Idaho. BSU has worked with the State Department of Education to provide a mandated 3-credit professional development course entitled Mathematical Thinking for Instruction to K-12 teachers and administrators across the state. Mr. Luna pointed out that thus far, the course has been taken by over 10,000 teachers and administrators.

2. North Idaho College – Aerospace Technology Program

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by North Idaho College to create a new Aerospace Composite Technology program as provided in the program proposal. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Lita Burns from North Idaho College (NIC) introduced the item and indicated NIC proposes to create a new Aerospace Composite Technology program that will offer the following options: Aerospace Composite Technician, Technical Certificate; Aerospace Core Postsecondary, Technical Certificate; Aerospace Composite Fabrication, Postsecondary Technical Certificate; and Aerospace Composite Repair and Quality Assurance, Postsecondary Technical Certificate. She introduced Cassie Silva who provided additional comments in support of the program and indicated the program will have four pathways. She commented that the Division of Professional-Technical Education (PTE) is working collaboratively with North Idaho College regarding sustainability of this PTE program should future funding be needed. Ms. Vera McCrink was available from PTE for comment as well.

3. V.M. Intellectual Property Policy – Second Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the second reading of proposed amendments to Board Policy Section V.M. Intellectual Property and the Institution Technology Licensing Guidelines as presented. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Bent provided some clarification of this item for the Board members. She indicated changes have been made to the policy between the first and second readings to incorporate comments made by Board members and Idaho State University. Once the Board has established the direction they want to go in this and the involvement of the institutions in other business enterprises, then additional amendments could be made to Board Policy V.M. to bring them into alignment. The proposed changes to the policy include the incorporation of the licensing guidelines and will further clarify the Board's intent in regard to the transfer of technology developed at the institutions. Following approval of the second reading of Board policy V.M. the institutions will bring forward their internal policies for Board approval.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna provided an update on the State Department of Education for Board members. He announced that the Idaho Education Network (IEN) was the winner of the National Journal's Digital Innovation Award and commented on how competitive the award was and how successful IEN has been in Idaho and on a national level. He reported on the professional development necessary for the implementation of Idaho's common core standards. He provided a review of the public schools budget that was approved for FY 2015, indicating there was \$3.75 million in the public schools budget which includes roughly \$22 million allocated for professional development which will be essential going forward.

There will be approximately \$21 million distributed to districts for differential pay and Superintendent Luna described how it could be distributed. Mr. Luna also reported the Idaho Leads project is focusing their efforts on the implementation of providing districts with assistance in the implementation of Idaho core standards.

2. Proposed Rule – IDAPA 08.02.02.016 – Mathematics in Service Program Waiver

BOARD ACTION

M/S (Luna/Goesling): To approve the proposed rule amendment to IDAPA 08.02.02.016 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna indicated that this amendment will clarify that only practicing teachers would be obligated to meet this requirement for recertification.

3. Temporary Proposed Rule – IDAPA 08.02.02.045 – Computer Based Alternate Route to Teacher Certification

BOARD ACTION

M/S (Luna/Terrell): To approve the proposed rule amendment to IDAPA 08.02.02.045 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna indicated changing the language in this rule clarifies the alternate routes to teacher certification and the language clarifies intent of program approval and delivery models.

4. Proposed Rule – IDAPA 08.02.02.076 – Code of Ethics for Professional Educators

BOARD ACTION

M/S (Luna/Atchley): To approve the proposed rule amendment to IDAPA 08.02.02.076, Rules Governing Uniformity as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna indicated the proposed amendments clarify existing language and the elimination of subsections that are not clearly defined or are duplicative of other sections.

5. Temporary and Proposed Rule Change – IDAPA 08.02.03.140 – Accreditation

BOARD ACTION

M/S (Luna/Goesling): To approve the temporary and proposed rule amendment to IDAPA 08.02.02.140 as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna commented this revision will solidify which schools can operate as programs and which schools must seek standalone accreditation. This rule revision will ensure that all schools and all students are being properly accounted for through accreditation and Idaho's Star Rating system. The proposed language has been reviewed and approved by the Idaho Accreditation Committee.

6. Temporary Proposed Rule – IDAPA 08.02.03.105 – Graduation Requirements

BOARD ACTION

M/S (Luna/Goesling): To approve the temporary rule amendment to IDAPA 08.02.03.105 – High School Graduation Requirements, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna pointed out that if approved, this rule will allow students to take high school courses while still enrolled in middle school/junior high and meet the content and credit requirements for such courses prior to enrolling in 9th grade. This will allow students to take advantage of the programs outlined in Senate Bill 1091 and Senate Bill 1028 as was intended by the Idaho Legislature. This revision will also provide clarification around the math in the final year of school requirement.

7. Proposed Fee Rule – IDAPA 08.02.03.128 – Curricular Materials Selection and On-line Course Providers

BOARD ACTION

M/S (Luna/Atchley): To approve the proposed fee rule to IDAPA 08.02.03.128, Rules Governing Thoroughness, outlining the online course review and approval process as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna commented that during the 2013 Legislative Session, the Idaho Legislature re-established an online course portal under Senate Bill 1091 that will display courses and customer ratings from students and parents as to the quality of the courses. Additionally, parents will be able to enroll their students in online courses with the home school district and communicate with the home school district through the portal. In order to cover the cost of the review, the State Department of Education will charge providers a submission fee based on the number of courses offered, not to exceed the actual cost of review. The funds generated will help defray the cost of conducting the review, but will not exceed it.

Mr. Terrell expressed concern for home schooled students. Mr. Luna indicated he would explore the specific concerns related to home schooled students and discuss that with Mr. Terrell.

8. Proposed Rule – IDAPA 08.02.03.160 – Gun Free Schools

BOARD ACTION

M/S (Luna/Goesling): To approve the proposed rule to IDAPA 08.02.03.160, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna introduced the item and clarified details of this rule. He indicated that as a result of the shooting at the Sandy Hook Elementary school in Connecticut, some Idaho districts are contemplating authorizing select school staff to carry firearms on K-12 campuses. Idaho Code 18-3302D(4)(f) empowers local trustees to authorize school staff to carry firearms on campus. Mr. Luna indicated that to accurately reflect the prohibition of weapons on campus and the power of trustees to authorize select employees to carry firearms on campus, the State Department of Education proposes the following language replace the existing “gun-free schools” language. Further, if the State Board of Education does not approve this change in Idaho Administrative Code, and if districts authorize select employees to carry firearms on campus, the two directives will be in conflict. As a result confusion and lack of clarity regarding authorized weapons on campus may lead to security and safety risks in Idaho schools.

Mr. Terrell expressed concern about taking away the ability of teachers to protect their students. Mr. Luna commented they are not changing policy to restrict teachers. He reiterated the language is to clear up and clarify the rule and does not restrict the rules or authority schools and districts have had in the past.

9. Idaho State University – Proposed On-Line Teaching Endorsement Program

BOARD ACTION

M/S (Luna/Atchley) To accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through Idaho State University as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna indicated that the field of on-line teaching and learning is in high demand creating a need for teachers with hands-on experience in the on-line environment as both student and teacher. The State of Idaho has implemented an On-line Teaching endorsement to support teacher certification in the content areas. Additionally, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through ISU. With the conditionally approved status, ISU may admit candidates to the Online Teaching Endorsement program, and the program will undergo full approval once there are program completers. In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Idaho State University must have all new programs reviewed for State approval.

10. Boise State University – Proposed K-12 Mathematics Consulting Teacher Endorsement Program

BOARD ACTION

M/S (Luna/Goesling): To accept the Professional Standards Commission recommendation to conditionally approve the K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Luna commented that during its February 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University. With the conditionally approved status, BSU may admit candidates to the K-12 Mathematics Consulting Teacher Endorsement program, and the program will undergo full approval once there are program completers. In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Boise State University must have all new programs reviewed for State approval.

11. Teach for America – Proposed Teacher Preparation Seeking Approval to Operate in Idaho

BOARD ACTION

M/S (Luna/Goesling): To conditionally approve the Teach For America program as a state approved vehicle for the preparation of teachers in Idaho, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Superintendent Luna introduced the item and remarked that this is a non-traditional, alternative route to teaching, and approval will provide greater opportunity to staff rural, high needs districts with highly qualified teachers in hard to fill content areas. He remarked that Teach For America (TFA) is a national corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. Their mission is to build the movement to eliminate educational inequity by enlisting the nation's most promising future teachers in the effort. He indicated the Teach For America program has worked closely with the Department of Education to ensure that they meet the same Idaho-approved teacher preparation standards required of traditional teacher preparation programs, and have submitted a proposal that is aligned to those requirements.

Mr. Luna introduced Ms. Nicole Brisbane from Teach for America for a few comments. She indicated the teachers are hired by the districts as first year employees, so the district pays the teacher's salary and benefits as they would a regular first year teacher. She thanked the Board for her participation today and remarked on TFA's enthusiasm for expanding their work in Idaho. She indicated that their teachers are recruited from across the country as well as in the state, adding that they received 100 applications from here in Idaho. She also mentioned that many Idaho grads are participating in the TFA program and are teaching across the country.

AUDIT

1. Amendment to Board Policy – Section V.Y. – Compliance Programs – First Reading

BOARD ACTION

M/S (Atchley/Terrell): To approve the first reading of the proposed amendment to Board Policy V.Y., as presented in attachment 1. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

BUSINESS AFFAIRS AND HUMAN RESOURCES**Section I – Human Resources**1. Amendment to Board Policy – Section I.N. – Miscellaneous Provisions – Second Reading**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the second reading of proposed amendments to Board policy section I.N., Miscellaneous Provisions, with all revisions as presented. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell indicated there were no changes between first and second reading. The proposed amendments would codify the current practice of prorating honorarium payments.

2. Boise State University – Multi-Year Employment Agreement – Men's Head Basketball Coach**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the request by Boise State University to enter into a new five year employment agreement with Leon Rice as Men's Basketball Head Coach, for a term commencing July 1, 2013 and expiring on March 31, 2018 with an annual base salary of \$482,110 and such base salary increases and supplemental compensation provisions, in substantial conformance with the terms of the contract set forth in Attachment 1. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell indicated BSU requests approval of a five-year year contract for men's head basketball coach, Leon Rice. Mr. Satterlee from BSU indicated Coach Rice already has a five-year contract with BSU which was issued before Board policy contract limitations were in place. This is an extension or issuance of a new five year contract for Coach Rice. Mr. Satterlee highlighted the achievements of Mr. Rice and based on those achievements, the university believes a five year commitment is justified and will provide continuity for the program. He remarked on the importance and competition of retaining good coaches.

Mr. Freeman reminded the Board the details of its decision to go from a five-year to a three-year contract. Mr. Terrell asked if the Athletics Committee had a recommendation for this approval. Dr. Goesling responded the Athletic Committee was comfortable with the extension of the contract. Ms. Atchley commented the Athletic Committee may need to revisit the policy on the length of contracts. Dr. Goesling also recommended review of the liquidated damages in these contracts in greater detail, along with their consistency.

Mr. Westerberg asked for clarification of the shared road game revenue. Mr. Satterlee responded that there are some cases where road games to play a high profile opponent may have a payout, and the clause was added to help fund the costs of the road games. He also clarified how the amount is disbursed for these types of games. Dr. Goesling and Ms. Atchley requested the Athletic Committee revisit the liquidated damages, recommending they be more reflective of the amount of the contract. Ms. Atchley suggested looking at a recommended percentage that would be more standard for a two party contract situation, as well as a discussion in committee on length of contracts.

3. Item Pulled

4. University of Idaho – Multi-Year Employment Agreement – Men’s Head Basketball Coach**BOARD ACTION**

M/S (Terrell/Atchley): To approve the request by the University of Idaho to enter into a multi-year employment contract with Don Verlin as Men’s Basketball Head Coach for a term extending through June 30, 2016, with an annual base salary of \$156,832 and such base salary increases, rolling one year extensions and supplemental compensation provisions, in substantial conformance with the form submitted to the Board in Attachment 2. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell introduced the item indicating the University of Idaho requests approval to extend the contract for men’s head basketball coach Don Verlin for three years.

Mr. Kent Nelson commented that this contract started as a five-year contract, and they are recommending a three-year contract with a rolling term, and that there are increases in salary that do require review by the president. Mr. Nelson commented that based on the achievements of Mr. Verlin, the university believes this commitment is justified and will provide continuity for the program. Mr. Nelson echoed the comments of BSU from BAHF item number two on the competitive nature of retaining good coaches.

Mr. Terrell requested at this time the meeting move to item 7 on the BAHF Finance agenda for the approval and signature of bonds.

5. Chief Executive Officer Employment Agreements/Terms**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the amended employment agreement for Dr. Kustra as President of Boise State University, incorporating an annual salary of \$353,432 in addition to extending the current contract term for one (1) additional year, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Terrell/Westerberg): To approve the amended employment agreement for Dr. Vailas as President of Idaho State University, incorporating an annual salary of \$340,027 in addition to extending the current contract term for one (1) additional year, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Terrell/Westerberg): To approve the amended employment agreement for Dr. Fernandez as President of Lewis-Clark State College, incorporating an annual salary of \$170,884 in addition to extending the current contract term for one (1) additional year, as submitted. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Terrell/Westerberg): To approve the amended employment terms for Dr. Rush as Executive Director of the Idaho State Board of Education, extending the current contract term for one (1) additional year, as submitted and approve a bonus in the amount of \$1,500 for meritorious service. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Terrell/Goesling): To approve a bonus for Dr. Albiston as President of Eastern Idaho Technical College in the amount of \$1,500 for meritorious service. The motion carried unanimously. Mr. Lewis and Mr. Edmunds were absent from voting.

Dr. Goesling recommended looking at the imbalance of the president’s salaries and coaches salaries at institutions.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance1. FY 2014 Operating Budgets**BOARD ACTION**

M/S (Terrell/Atchley): To approve the FY 2014 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension Service, Health Education Programs and Special Programs, as presented. The motion carried five to zero. Mr. Lewis, Mr. Luna and Mr. Edmunds were absent from voting.

Mr. Terrell introduced the item commenting that per Board policy, each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other. Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2014, and allows the agencies and institutions to continue operations from FY 2013 into FY 2014.

2. FY2015 Line Items**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the FY 2015 line items as listed on the Line Items Summary at Tab 1 pages 3-5. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell introduced the item and also indicated this item will be a work session item at the regularly scheduled August Board meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 3, 2013.

3. Athletics – Actual, Forecast & Budget Reports**BOARD ACTION**

M/S (Terrell/Westerberg): To accept the Athletics Operating Budget reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Freeman indicated these items have been through the Athletic Committee and have been thoroughly vetted.

4. Amendment to Board Policy – Section V.B. – Budget Policies – Second Reading**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the second reading of proposed amendments to Board policy Section V.B., Budget Policies, with all revisions as presented. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

5. Boise State University – East Campus Green Field Project – Planning & Design**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the request by Boise State University to proceed with design of the East Campus Green Field for a total cost not to exceed \$150,200. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell indicated the BSU Master Plan has identified several locations for green space on campus to promote a variety of health and wellness, recreational and athletic activities. The university is prepared to commence design of the East Campus Green Field, a new natural grass competition and practice field. Mr. Freeman pointed out that this is a design-build project.

6. Boise State University – Redirect Bond Proceeds

BOARD ACTION

M/S (Terrell/Atchley): To approve the request by Boise State University to redirect bond proceeds from previous bond issuances as outlined herein to fund a portion of the Math/Geosciences building remodel, an economically feasible project necessary for the proper operation of University. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Atchley asked if there were legal implications of redirecting the bonds. Ms. Pearson responded there are no legal issues. Dr. Goesling remarked that related to bonding issues BSU outlined in their covenant what can be done with the money or if there are restrictions. He asked if the other institutions are doing the same thing. Mr. Freeman directed the attention of the Board to the part of the last sentence in the motion that states, "...an economically feasible project necessary for the proper operation of the university", and that the Board must make that finding for the project to be eligible for bond financing. Dr. Goesling requested that the BAHF committee review with the institutions that they are clarifying in their covenant language the use of bond proceeds and any restrictions.

7. Idaho State University – Issuance of General Revenue Refunding Bonds

BOARD ACTION

M/S (Terrell/Atchley): To approve a Supplemental Resolution for the Series 2013 Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance and sale of General Revenue and Refunding Bonds, Series 2013, in the principal amount of up to \$3,810,000; authorizing the execution and delivery of a Bond Purchase Agreement and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2013 Bonds.

A roll call vote was taken and the motion carried five to zero. Mr. Luna, Mr. Lewis and Mr. Edmunds were absent from voting.

8. University of Idaho – Property Purchase – Vacated Industrial/Railroad Lands

BOARD ACTION

M/S (Terrell/Atchley): To approve the request by the University of Idaho to purchase 4.13 acres of vacated industrial/railroad lands located between campus and downtown Moscow for a purchase price of \$1.85 million and to pay transaction costs as set forth in the Purchase and Sale Agreement submitted to the Board; and further to authorize the Vice President for Finance and Administration and Bursar of the University of Idaho to execute all necessary transaction documents for closing the purchase. The motion carried five to one. Dr. Goesling voted nay on the motion. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell commented the University of Idaho would like to purchase 4.13 acres of vacated industrial/railroad lands between campus and downtown Moscow, adding that the price of the land would likely be going up in the future. He commented that historically the university has acquired available properties between downtown Moscow and the campus. These property acquisitions have been deemed essential to facilitate the growing operations and responsibilities of the university, preserve the viability

and continued relevancy of the university's infrastructure, and to contribute to university marketability and student desirability.

Dr. Goesling expressed concern about the location of the land not being directly next to the university and the possibility of another entity purchasing adjacent land. Mr. Smith responded that the land is in fact adjacent to the university and that their parking lot is only separated by a creek. With use of a map as a visual aid, Mr. Smith clarified for Dr. Goesling the property owned by the university and that which is proposed to be purchased.

Mr. Smith remarked on partnerships that would be developed should they be able to purchase the land. Interim President Don Burnett commented on the importance to the university of the purchase of this property and the downfalls of not being able to obtain it. Mr. Smith commented they have not clearly outlined the intended use, but the property would likely be used for medical expansion, Gritman research, the WWAMI program, possible student housing, retail opportunities and other possibilities, and is consistent with the university's Long Range Capital Development Plan. The development would yield revenues to the institution.

There was concern expressed regarding the university's deferred maintenance considerations, low reserves and high needs. Mr. Smith indicated they are comfortable with the risk and echoed that the development would generate revenue and be a strategic investment for the university.

9. University of Idaho – College of Education Building Project – Planning & Design

BOARD ACTION

M/S (Terrell/Atchley): To approve the request by the University of Idaho to implement the planning and design phases of a Capital Project for the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements, in the amount of \$1,547,900, and to repay UI funds expended in this phase through bond proceeds at a later date. Authorization includes the authority to execute all necessary and requisite Consulting, Industrial Hygienist, and Vendor contracts to fully implement the planning and design phases of the project. Bond Indebtedness Authorization and Construction Authorization will require a separate authorization actions at a later date to be determined. The motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

M/S (Terrell/Westerberg): To approve the Resolution of the Board of Regents regarding authority for the University of Idaho to use future bond proceeds to reimburse the planning and design expenditures associated with the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements as set forth in Attachment 1 to the materials submitted to the Board. A roll call vote was taken and the motion carried six to zero. Mr. Lewis and Mr. Edmunds were absent from voting.

Mr. Terrell introduced the item which is a request for Capital Project Authorization to plan and design a project which provides for asbestos remediation and whole building renovation and improvements within the College of Education Building. He indicated that House Bill 313 appropriated \$3.75M to each of the three universities to meet deferred maintenance needs and contains legislative intent language involving the Division of Public Works (DPW) working jointly with the State Board of Education on suitable projects for which funds have not been previously appropriated through occupancy costs. This project satisfies the legislative intent and is consistent with the strategic goals and objectives of the College of Education and is fully consistent with the university's strategic plan.

Dr. Goesling asked why they were not using a design-build process. Mr. Smith responded that they are exploring that option with DPW and they also will have people who need to be relocated during the process which will affect the process.

Mr. Westerberg expressed concern that the university's reserves are too low to approve projects going forward and strongly urged the institution to build its reserves up. Dr. Goesling suggested the BAHF

committee look at how the debt load is determined.

Mr. Freeman responded that they hope to bring back a debt policy at the August meeting and that there is a desire to have a fixed number for the debt/burden ratio. They also want to acknowledge that institutions should be referencing industry standards in their debt burden. He will bring a first reading on the policy before the Board in August. Mr. Terrell also suggested the institutions, when they bring forward items such as this that affect their debt, also need to communicate to the Board how they intend to reduce their debt burden going forward.

10. Eastern Idaho Technical College – Property Sale

BOARD ACTION

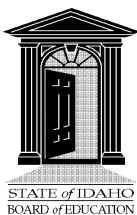
M/S (Terrell/Atchley): To declare real property parcel #RPA00008226024, located in Idaho Falls, Idaho, to be no longer useful to, or usable by, Eastern Idaho Technical College, that said parcel shall be appraised at \$200,000, and that EITC proceed to dispose of the property in accordance with the provisions of Idaho Code Sections 33-2211, 33-601, 33-402 and Title 60, Chapter 1. The motion carried six to one. Mr. Lewis and Mr. Edmunds were absent from voting.

Ms. Atchley asked if EITC has plans for the proceeds of the sale of this parcel. President Albiston responded they don't have a specific plan, but are in need of a new phone system. Mr. Freeman briefly recapped the next steps in the process for the sale of this property.

OTHER BUSINESS

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

Unanimous consent was requested to adjourn the meeting at 2:00 p.m. There were no objections.



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
July 24, 2013
Special Teleconference Meeting
Boise, ID**

A special teleconference meeting of the State Board of Education was held July 24, 2013. It originated from the Board office in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 9:00 a.m. A roll call of members was taken.

Present:

Don Soltman, President
Emma Atchley, Vice President
Ken Edmunds

Tom Luna

Richard Westerberg

Absent:

Rod Lewis, Secretary
Milford Terrell
Bill Goesling

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Idaho Public Television General Manager Appointment

BOARD ACTION

M/S (Edmunds/Atchley): To appoint Ronald Pisaneschi as the General Manager for Idaho Public Television, at a salary of \$48.00 an hour (\$99,840 annualized), effective August 5th, 2013. A roll call vote was taken and the motion carried five to zero.

Other Business:

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

M/S (Luna/Atchley): To adjourn at 9:06 a.m. The motion carried unanimously.

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**WORK SESSION
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
A	BAHR - FY 2015 LINE ITEM BUDGET REQUESTS	Information Item
B	IRSA - ACCREDITATION PROCESS AND STATUS	Information Item
C	PPGA - PROJECTIONS OF JOBS AND EDUCATION REQUIREMENTS AND THE IMPACT ON BOARD'S 60% COLLEGE COMPLETION GOAL	Information Item

**WORK SESSION
AUGUST 14, 2013**

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2015 Line Item Budget Requests

REFERENCE

April 2013

Board approved guidance to the college and universities regarding submission of line item budget requests

June 2013

Board approved FY 2015 line items as presented

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

STAFF COMMENTS AND RECOMMENDATIONS

Agencies and Institutions will present their FY 2015 Line Item requests in detail to the Board and will be prepared to stand for questions during a work session on the afternoon of Wednesday, August 14. Line item requests and any supporting documents can be found in Business Affairs & Human Resources (BAHR) – Section II, Tab 1.

BOARD ACTION

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

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SUBJECT

Accreditation Process and Status

BACKGROUND/DISCUSSION

Board staff will provide a presentation on accreditation requirements for institutions who are accredited by the Northwest Commission on Colleges and Universities (NWCCU).

In 2010, NWCCU implemented changes to the accreditation review process from a five and ten year review cycle to a seven year cycle. Reporting requirements for Standard One are made in year one, Standard Two in year three, Standards Three and Four in year five, and Standard Five in year seven. These Standards are more prescriptive and time-intensive for the institutions. In very general terms, the new accreditation standards provide for a continuous improvement process that requires regular review and improvement of each institution.

Additionally, the Board will be updated on where each institution is in the accreditation process.

IMPACT

The information provided in this presentation is intended to be valuable information for the Board.

ATTACHMENTS

Attachment 1 – Accreditation Status 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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ACCREDITATION STATUS BY INSTITUTION

Institution	Institutional Control	Status (Year Granted) Public Sanction	Most Recent Evaluation	Next Evaluation	Degree Level
Boise State University, Boise	Public	Accredited (1941)	Fall 2011 Year One Evaluation	Fall 2014 Year Three Evaluation	A,B,M,D
College of Southern Idaho, Twin Falls	Public	Accredited (1968)	Spring 2012 Year Three Evaluation	Spring 2015 Year Seven Evaluation	A
College of Western Idaho, Nampa	Public	Candidate (2012)	Fall 2011 Initial Candidacy	Fall 2014 Year Three Evaluation	A
Easter Idaho Technical College, Idaho Falls	Public	Accredited (1982)	Spring 2011 Year One Evaluation	Spring 2013 Year Three Evaluation	A
Idaho State University, Pocatello	Public	Accredited (1918)	Fall 2011 Year One Evaluation	Fall 2014 Year Seven Evaluation	A,B,M,D
Lewis-Clark State College, Lewiston	Public	Accredited (1964)	Fall 2011 Year One Evaluation	Fall 2014 Year Three Evaluation	A,B
North Idaho College, Coeur d'Alene	Public	Accredited (1947)	Spring 2011 Year One Evaluation	Spring 2013 Year Seven Evaluation	A
University of Idaho, Moscow	Public	Accredited (1918)	Fall 2011 Year One Evaluation	Fall 2014 Year Seven Evaluation	B,M,D

Legend: A – Associate B – Baccalaureate M – Masters D – Doctorate

Definitions of Institutions Status:**Applicant**

An affiliate status indicating that an institution appears to meet the Commission's conditions of eligibility and that its Application for Consideration has been accepted. Recognition as an Applicant neither implies nor ensures an institution will attain Candidate or Accredited status with the Commission.

Candidate

An affiliate preaccreditation status indicating that an institution meets the Commission's Eligibility Requirements and is progressing toward accreditation. Recognition as a Candidate neither implies nor ensures an institution will attain Accredited status with NWCCU.

Accredited

An affiliate status indicating that an institution meets the Commission's established standards of educational quality and effectiveness. Accredited status indicates that the institution: 1) has clearly defined and appropriate educational objectives; 2) operates under conditions by which achievement of those educational objectives can reasonably be expected; 3) is substantially accomplishing its educational objectives; and 4) is organized, staffed, and supported to warrant confidence that it will continue to achieve its educational objectives in the foreseeable future.

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**WORK SESSION
AUGUST 14, 2013**

SUBJECT

Projections of Jobs and Education Requirements and the Impact on Board's 60% College Completion Goal.

REFERENCE

August 2010

Board adopted a State College Completion Goal.

BACKGROUND/DISCUSSION

At its August 2010 meeting, the Board set the State College Completion Goal target at 60% of 25-34-year-olds to have a college degree or certificate by 2020. A certificate was later defined as a recognized certificate of one academic year or more. This target has become the focal point for education planning in Idaho. The target was derived in part from a report by Georgetown University's Center on Education and the Workforce (Carnevale) regarding education attainment levels for job requirements in 2018. The Center recently updated its report to include projections through 2020.

In the section of the updated report specific to Idaho, the education attainment levels have increased. The Center now projects 67.6% of 2020 jobs in Idaho will require some college, an associate's degree, a bachelor's degree or higher. This growth occurs primarily in requirements for bachelor's degrees or higher. In the Center's report certificates are included in the "some college" category.

This agenda item will review the Carnevale 2018 projections, the updated 2020 projections, and discuss the impact on workforce development and the role of Idaho's system of education in workforce development. In particular, emphasis will be placed on development of "middle skills" training to meet workforce needs for those requiring some college.

IMPACT

The Board's 60% performance measure has become a key objective in all education planning for the state of Idaho. The Board should determine whether this target will be retained or modified in view of the Carnevale update and if an additional performance measure should be set to target "middle skills" training and workforce needs. In addition, the Board may consider education alternatives for training requiring less than an associate's degree, particularly for training requiring a certificate.

ATTACHMENT

Attachment 1 – Middle Skills: Aligning Idaho's Educational System with Workforce Needs

Page 3

BOARD ACTION

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

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Middle Skills: Aligning Idaho's Educational System with Workforce Needs

Executive Summary

The Idaho State Board of Education adopted a goal of 60% of all 25-34-year-olds achieving a certificate or degree by 2020. This goal was based in large part on a report from the Georgetown University Center on Education and the Workforce (Carnevale) that projected 63% of all jobs by 2018 would require postsecondary education. The projections for Idaho indicated 61.2% of all jobs would require postsecondary education.

The Board adopted specific targets for one-year certificates and for associates, bachelors and higher degrees. These targets followed the existing postsecondary education model common to Idaho and all states. The Carnevale analysis indicated 44% of Idaho's 60% would be for jobs with "some college and no degree." This group has a need for training, particularly in technology, beyond high school completion.

An update to the initial Carnevale report increased the projections of jobs requiring post secondary education in Idaho to 67.6%, with the majority of the increase coming in the demand for jobs requiring bachelor's degrees and above. This growth in college degrees represents a formidable task. This challenge is being addressed through our Complete College Idaho program and has become a key feature of all statewide college and university planning.

The workforce segment requiring some college and no degree, or as it is called in this paper, Middle Skills, is not adequately addressed in our planning. The Board's target for one-year certificates undershoots the Carnevale projection with a target of 11%. While Carnevale clearly indicates that a high school degree is no longer adequate, at the same time employers have decreased their investment in employee training. Carnevale also indicates that our postsecondary training should be occupations-based rather than industry-specific.

Our current postsecondary model cannot meet the projected demand for Middle Skills. In addition, certificate tracking in Idaho and nationally is virtually nonexistent.

Employers are seeking employees to meet immediate demands. The same time, the value of a broader educational experience is important to our citizens in the rapidly changing workplace. The need exists to create an education and training alternative to satisfy the employment demands for workers with some college and no degree while meeting the longer-term needs of a flexible, adequately trained employee base.

The characteristics of an industry-driven training/education system should include:

**WORK SESSION
AUGUST 14, 2013**

1. A combination of general occupations-based training with specific industry specialization
2. Technical training outcomes based on industry requirements
3. The ability to combine quick-start employment with continuing, more in-depth education
4. A hybrid delivery model combining instructor contact, online learning, and clinical/lab/hands-on training
5. Training that deemphasizes “seat time” or “bricks and mortar” delivery models
6. Ability to “test out” for participants with training or experience
7. Required individual learning plans monitored by counselors or mentors
8. Integration of general education requirements for writing, math and other areas tailored to occupation type and industry
9. Transferability to higher-level degrees

Several alternatives for Middle Skills training are under consideration. The Idaho Department of Labor has announced \$3 million grant program to create industry/education training options. The Board should take leadership in Middle Skill training by developing a system of one-year "Idaho Certificates." These certificates would be a combination of occupation-based training with industry-specific courses and general education components.

These certificates would require industry involvement in development of coursework and learning options such as clinics and labs. These certificates would target several workforce segments, beginning with pre-employed participants selected by industry partners as entry-level employees or apprentices. Eventually the certificates could become part of high school completion and should provide an incentive to students that might otherwise become dropouts.

The cost of a certificate program should not be a barrier. The student should be able to pay evenly over the course of their studies and employers should be encouraged to participate in the cost. The program should be designed to allow participation in education funding sources.

Certificates should be issued as part of the Idaho education system and not specifically by an institution. This will allow greater transferability and access. Each student should have access to a counselor/mentor. The counselor/mentor should be trained to assist the students and assure a successful experience. The program should also incorporate the new "badge" program for additional training opportunities being developed by the Idaho Division of Professional-Technical Education.

Regardless of the approach, the need for Middle Skills education and training must be addressed if we are to meet the needs of Idaho's workplace.

**CONSENT AGENDA
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	IRSA – Quarterly Report: Program Changes by Executive Director	Information Item
2	IRSA – NIC Discontinue Personal and Professional Option of the Business Leadership Program	Motion to approve
3	PPGA – IDVR State Rehabilitation Council Appointment	Motion to approve
4	SDE – Curricular Materials Selection Committee: Adopt Curricular Materials & Related Instructional Materials	Motion to approve
5	SDE – Professional Standard Commission Appointment	Motion to approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
AUGUST 15, 2013

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CONSENT
AUGUST 15, 2013

SUBJECT

Quarterly Report: Programs and Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(ii), Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.4.a and b.(ii), Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year. Board policy also requires Executive Director approval of program discontinuations including "Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000."

Consistent with Board Policy III.G.4.b.(ii), "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, and discontinuations from Idaho's public colleges and universities that were approved between December 2012 and March 2013 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

Page 3

BOARD ACTION

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

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CONSENT
AUGUST 15, 2013

Academic Programs
Approved by Executive Director
April 2012 and July 2013

Boise State University
Discontinue Associate of Science in Respiratory Care
Created two new emphases in Biophysics and Applied Physics within the existing BS in Physics program
Created three new academic certificates in Computed Tomography, Diagnostic Medical Sonography, and Magnetic Resonance Imaging

Idaho State University
Discontinued the BS in Ecology and Minor
Discontinued the BS in Botany and Minor
Discontinued the BS in Zoology and Minor
Consolidated MA in Organization Communication and MA in Rhetorical Studies into one program entitled Communications
New BA in Spanish for the Health Professions and Graduate Certificate in Spanish for the Health Professions
Online Teaching Endorsement

University of Idaho
Career and Technical Education – Engineering and Technology Education option – 2+2 collaborative program with CSI
English Literature Emphasis Degree – expansion to Coeur d’Alene center
Expand delivery of the third and fourth year of existing BS in Agricultural Science, Communication, and Leadership – collaboration with CWI. A similar collaboration currently exists with CSI.
Changed name from Resource Recreation and Tourism to Natural Resource Conservation to include degree title, CIP code and created two new options under new title to include Conservation Planning and Management and Conservation Science
Concurrent degree - Juris Doctorate and Professional Science Master’s Program
Other Non-substantive Changes (does not require approval but is required to notify OSBE per policy III.G.)
Changed the name of existing programs and departments as follows: <ul style="list-style-type: none">• BS in Physical Education to BS in Exercise Science and Health• Minor in Forest Products to Minor in Renewable Materials• BFA in Studio Art to BFA in Studio Art and Design• MS in Architecture to MS in Integrated Architecture and Design

CONSENT
AUGUST 15, 2013

Relocate existing Medical Technology Program to the College of Agricultural Life Sciences from the College of Science

Professional - Technical Education Programs

Approved by Executive Director

Program Activity	Institution
Addition of a 10-credit Postsecondary Technical Certificate in Materials Testing and Specifications as an option of the Civil Engineering Technology Program	ISU

CONSENT
AUGUST 15, 2013

NORTH IDAHO COLLEGE

SUBJECT

Approval to Discontinue Personal and Professional option of the Business Leadership Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.

IDAPA 55.01.0 – Section 101.02

BACKGROUND/DISCUSSION

North Idaho College (NIC) proposes to discontinue the Personal and Professional option under the Business Leadership Program. IDAPA 55.01.02 provides the procedures and criteria for discontinuance of a professional-technical program. Based on those procedures, institutions are required to notify the Division of Professional-Technical Education (PTE) to initiate the program review process and submit appropriate documentation to identify the rationale for the discontinuance. The request to discontinue the Personal and Professional option is based on inadequate student enrollment criteria.

Additionally, institutions are required to submit a proposal for all program discontinuations. Currently, Board Policy III.G.8 requires Board approval of all professional-technical education program discontinuations.

IMPACT

There has been no student enrollment over the last two years; therefore, there is no need for teaching out students. The funds allocated to these programs will be reallocated to enhance existing programs.

Of the six courses required for the program option, four of them are offered through other departments on campus. The faculty costs associated with those courses will remain the responsibility of those other departments, as those courses will continue to be taught. The remaining two courses are professional-technical education courses, one which North Idaho College does not anticipate offering. There are no salary savings or reassignments required as a result of the discontinuance.

ATTACHMENTS

Attachment 1 – Proposal

Page 3

STAFF COMMENTS

The Division of Professional-Technical Education has reviewed NIC's request and recommends State Board approval.

CONSENT
AUGUST 15, 2013

BOARD ACTION

I move to approve the request by North Idaho College to discontinue their Personal and Professional option of the Business Leadership Program as presented.

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

July 11, 2013

TO: Mike Rush
Executive Director
State Board of Education

FROM: Todd Schwarz
Administrator 

SUBJECT: Program Proposal

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

North Idaho College has requested to discontinue offering the **Personal and Professional** option of the **Business Leadership** program due to no student enrollment for the last two years.

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 any questions regarding the enclosed request, please let me know. Thank you.

TS/SJ/ds

Enclosure

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	5/22/2013
Institution Submitting Proposal:	North Idaho College
Name of College, School, or Division:	Professional Technical Education, Business & Professional Prog.
Name of Department(s) or Area(s):	Business & Professional Programs

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

Title:	Personal and Professional Option (Business Leadership)		
Degree:	Postsecondary Technical Certificate		
Method of Delivery:	Lecture/Online/Lab		
CIP code (consult IR /Registrar)	52.0201		
Proposed Starting Date:	Fall, 2013		
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 _____ |

Jim Murin 6/11/13
College Dean (Institution)

Date

Vice President for Research (as applicable)

Date

Tall Swartz 6.27.13
State Administrator, SDPTE (as applicable)

Date

Graduate Dean (as applicable)

Date

Ron Don 6/11/13
Chief Fiscal Officer (Institution)

Date

Academic Affairs Program Manager

Date

Suba Burns 6/11/13
Chief Academic Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Joe Dunlop 6/11/13
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 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.*

This Post-Secondary Technical Certificate was an option in the Business Leadership AAS Degree. The request is to discontinue this option due to no student enrollment over the last two years, consequently there is no need for a teach-out.

- 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:	

March 16, 2012

Page 2

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						
CSI	N/A						
CWI	N/A						
EITC	N/A						
ISU	N/A						
LCSC	N/A						
NIC	0	0	0	0	0	0	0
UI	N/A						

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

No.

- 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				

March 16, 2012

Page 4

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?*

There were no students enrolled in this option. Active advising for the Business Leadership AAS degree will inform students of the options available.

- 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).

There were six courses required for this option. Of those six, four of them (BUSA 180, PE 111, SOC 155, PSYC 223) were all offered through other departments on campus. The faculty costs associated with those courses will remain the responsibility of those other departments, as those other courses continue to be offered for the general population. CAOT 163 continues to be offered in other PTE programs. BLDR 170 is the only course that was specifically developed for this option, and was taught using adjunct faculty. It is not anticipated to be offered as a stand-alone course. There are no salary savings or reassignments required as a result of this discontinuance.

CONSENT
AUGUST 15, 2013

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Idaho State Rehabilitation Council and Federal Regulations 34 CFR§361.

BACKGROUND/DISCUSSION

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

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

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

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

CONSENT
AUGUST 15, 2013

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

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

The Council has one nomination for re-appointment. The Council is requesting the Board to reappoint Robbi Barrutia to fulfill the federal regulation for a representative of the Statewide Independent Living Council. Robbi has served in this council position since February 2012 where she completed the term for a predecessor. This will be Robbi's second and final term, if approved.

IMPACT

The above re-appointment will bring the IDVR Advisory Council membership to a total of seventeen (17) with no vacancies on the council. Minimum composition for the council is fifteen (15) members.

ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Nomination of Robbi Barrutia for 2 nd Term	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

CONSENT
AUGUST 15, 2013

BOARD ACTION

I move to approve the re-appointment of Robbi Barrutia to the Vocational Rehabilitation State Rehabilitation Council as a representative of the Statewide Independent Living Council for a term commencing immediately and expiring June 30, 2016.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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CONSENT
AUGUST 15, 2013

Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Terms Served (maximum 2)
Former Applicant or Recipient	Minimum 1	Lonnie Pitt	6/30/2015	1
Parent Training & Information Center...	Minimum 1	Agnela Lindig	6/30/2015	1
Client Assistant Program	Minimum 1	Dina Flores -Brewer	n/a	No Limit
VR Counselor	Minimum 1	Max Sorenson	6/30/2015	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2015	1
Business, Industry and Labor	Minimum 4	Arnold Cantu	6/30/2014	2
		Angela Sperry	6/30/2015	1
		Jennifer Hoppins	6/30/2015	1
		Rachel Damewood	6/30/2014	1
Disability Advocacy Groups	No minimum or maximum	Sean Burlile	6/30/2015	2
		Kathy Buswell	6/30/2014	2
State Independent Living Council	Minimum 1	Robbi Barrutia	6/30/2013	1
Department of Education	Minimum 1	Irene Vogel	6/30/2014	1
Director of Vocational Rehabilitation	Minimum 1	Don Alveshere	n/a	No Limit
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014	No Limit
		David Miles	6/30/2014	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	9/30/2015	1

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CONSENT
AUGUST 15, 2013
IDAHO STATE REHABILITATION COUNCIL
IDAHO DIVISION OF VOCATIONAL REHABILITATION
An Agency of the Idaho State Board of Education
650 West State Street, Room 150
P.O. Box 83720, Boise, Idaho 83720-0096
(208) 334-3390 Fax (208) 334-5305

Chair

Sean Burlile

Vice Chair

Kathy Buswell

Members

Robbi Barrutia

Arnold Cantu

Rachel Damewood

Dina Flores-Brewer

Lori Gentillon

Gordon Graff

Jennifer Hoppins

Angela Lindig

Ramona Medicine Horse

David Miles

Lonnie Pitt

James W. Smith

Gordon Simpson

James Solem

Angela Sperry

Irene Vogel

Ex Officio

Don Alveshere

Max Sorenson

July 17, 2013

Re: Reappointment of Robbi Barrutia to
Idaho State Rehabilitation Council

STATE BOARD OF EDUCATION:

The State Rehabilitation Council would like to recommend the reappointment of Robbi Barrutia to the Council as a representative for the State Independent Living Council. Ms. Barrutia has been serving in this position but her term ended June 30, 2013.

I have attached a letter of interest from Ms. Barrutia as required by Board Policy.

Sincerely,



Sean Burlile, Chair
Idaho State Rehabilitation Council

SB/jt

CONSENT
AUGUST 15, 2013



Idaho State Independent Living Council

816 West Bannock, Ste. 202 (83702)
P.O. Box 83720
Boise, Idaho 83720-9601

July 17, 2013

To whom it may concern,

I wish to be considered for reappointment on the SRC. As Executive Director of the Idaho State Independent Living Council, I would like to continue serving so we are able to continue expanding our knowledge concerning vocational issues and strengthening our partnerships so we are better able to serve our constituency.

Thank you for the consideration,

A handwritten signature in cursive script that reads "Robbi Barrutia".

Robbi Barrutia

CONSENT
AUGUST 15, 2013

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Idaho Administrative Code 08.02.03.128

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01, 02 describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2013, the main adoption cycle is curricular materials in the subject area of 6-12 English Language Arts/Literacy. The interim adoption clause allows for submissions in the subject area of K-5 English Language Arts/Literacy. Annual adoption continues for Limited English Proficiency and Computer Applications.

This year the curricular materials review week was held June 17-20, 2013. Sixty-four content area specialists assisted the seven standing committee members in the evaluation of the curricular materials.

This recommendation is in addition to the previously submitted and approved materials. There was a Review Team calculation error, which has now been corrected. As such, the State Department of Education would like to submit the enclosed materials for consideration. The curricular materials adoption committee recommends the adoption of curricular materials as outlined in the 2013 Curricular Materials Recommendations Document.

ATTACHMENTS

Attachment 1 - 2013 Curricular Materials Recommendations Document Page 3

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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2013

Curricular Materials Recommendations

Curricular Materials Adoption Process



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

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2013 *Session* called for reviewing curricular materials in the main subject area of 6-12 English Language Arts/ Literacy and interim materials in K-5 English Language Arts/Literacy. Annual materials include Computer Applications and Limited English Proficiency.

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

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



CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

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

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. These materials are reviewed as a service to Idaho School Districts. This process maintains local control in the choice of instructional materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

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

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

Curricular Materials Adoption Procedures

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

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

The membership on the Selection Committee consists of representatives from the following areas:

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

Curricular Materials Adoption Procedure

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

The Committee, assisted by English Language Arts, Limited English Proficiency, and Computer Application specialists from throughout the state, met for three days in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. This meeting followed a one month remote review process. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2013), contracts are mailed to the publishing companies (August 2013). After the return of signed contracts, the listing of newly adopted materials is published by December 3, 2013 in the annual Adoption Guide found on the internet at:

http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm.

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

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

Albertson Library
Boise State University
Boise, Idaho

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

Instructional Materials Center
Idaho State University

CONSENT
AUGUST 15, 2013

Pocatello, Idaho

Curriculum Library
Lewis-Clark State College
Lewiston, Idaho

Riley Library
Northwest Nazarene University
Nampa, Idaho

Instructional Materials Technology Ctr
University of Idaho
Moscow, Idaho

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

Idaho
STATE CURRICULAR MATERIALS SELECTION COMMITTEE
COMMITTEE MEMBERS LIST AS OF JUNE 2012

Diann Roberts
ELA/Reading Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

Christina Nava
LEP, Title III Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

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

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

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

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

Elizabeth Flasnck
Executive Secretary
Curriculum & Technology Ctr.
650 West State Street
Boise, ID 83702

I

2012 Curricular Materials English Language Arts Recommendations

Curricular Materials Recommendations - Regular Adoptions

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

Curricular Materials Recommendations – Annual Adoptions

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

Curricular Materials Recommendations - Interim Adoptions

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

Adjournment

Motion for adjournment was made by Tara Drexler, seconded by an Unanimous Vote, and carried to adjourn the meeting on June 20, 2013.

Respectfully submitted,
Elizabeth Flasnack
Executive Secretary

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2013 RECOMMENDATIONS**

**English Language
Arts/Literacy
6-8**

CONSENT
AUGUST 15, 2013

ELA/Literacy 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level I (Print & Interactive Student Edition CD Package)	Various	2012	6	9780821960882	Recommended as a component program for Reading Literature and Informational Text 94% CCSS-Reading Lit. 85% CCSS-Info. Text 75% Material Analysis
	<p>Notes: Textbook focuses more on literature and devotes little time to writing development.</p> <p>Key Features:</p> <p><i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types.</p> <p><i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students.</p> <p>A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include</p> <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Three levels of reading support, from guided to directed to independent• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Comparing Literature feature compares two works• Cross-curricular and text-to-text connections• In-depth workshops for skills mastery• Reading assessments and test practice workshops					
	Mirrors & Windows Level I Annotated Teacher's Edition				9780821960301	
	Mirrors & Windows Level I eBook (6 yr license)				9780821957479	
	Mirrors & Windows Level I Teacher Resources DVD				9780821960752	
	Mirrors & Windows Level I Program Planning Guide				9780821961087	
	Mirrors & Windows Level I Assessment Program Guide				9780821961070	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947234	
	Mirrors & Windows Level I Meeting the Standards Unit Resource Package				9780821961681	
	Unit 1				9780821960998	
	Unit 2				9780821961001	
	Unit 3				9780821961018	
	Unit 4				9780821961025	
	Unit 5				9780821961032	

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level I (Print & Interactive Student Edition CD Package) CONT.					
	Unit 6				9780821961049	
	Unit 7				9780821961056	
	Unit 8				9780821961063	
	Mirrors & Windows Level I Differentiated Instruction Package				9780821944523	
	Differentiated Instruction for	English Language Learners			9780821930625	
	Differentiated Instruction for	Developing Readers			9780821930618	
	Differentiated Instruction for	Advanced Students			9780821930632	
	Mirrors & Windows Level I Exceeding the Standards Package				9780821944530	
	Literature & Reading				9780821944059	
	Vocabulary & Spelling				9780821944066	
	Grammar & Style				9780821944073	
	Speaking & Listening				9780821944080	
	Writing				9780821944097	
	Extension Activities				9780821944103	
	Test Practice				9780821944110	
	Special Topics				9780821944134	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level II (Print & Interactive Student Edition CD Package)	Various	2012	7	9780821960899	Recommended as a comprehensive program 91.5% CCSS 75% Material Analysis
	Notes: Very impressive material. It is nice to have all the standards in one set of materials with differentiated lessons. Supplements scaffold activities both before grade level and above grade level. Offers remediation options in supplements. Offers ELL component. Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Three levels of reading support, from guided to directed to independent• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Comparing Literature feature compares two works• Cross-curricular and text-to-text connections• In-depth workshops for skills mastery• Reading assessments and test practice workshops					
	Mirrors & Windows Level II Annotated Teacher's Edition				9780821960325	
	Mirrors & Windows Level II eBook (6 yr license)				9780821957486	
	Mirrors & Windows Level II Teacher Resources DVD				9780821960776	
	Mirrors & Windows Level II Program Planning Guide				9780821961186	
	Mirrors & Windows Level II Assessment Program Guide				9780821961179	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947241	
	Mirrors & Windows Level II Meeting the Standards Unit Resource Package				9780821961704	
	Unit 1				9780821961094	
	Unit 2				9780821961100	
	Unit 3				9780821961117	
	Unit 4				9780821961124	
	Unit 5				9780821961131	
	Unit 6				9780821961148	
	Unit 7				9780821961155	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level II (Print & Interactive Student Edition CD Package) CONT.					
	Unit 8				9780821961162	
	Mirrors & Windows Level II Differentiated Instruction Package				9780821944561	
	Differentiated Instruction for English Language Learners				9780821930946	
	Differentiated Instruction for Developing Readers				9780821930939	
	Differentiated Instruction for Advanced Students				9780821930953	
	Mirrors & Windows Level II Exceeding the Standards Package				9780821944578	
	Literature & Reading				9780821944172	
	Vocabulary & Spelling				9780821944189	
	Grammar & Style				9780821944196	
	Speaking & Listening				9780821944202	
	Writing				9780821944219	
	Extension Activities				9780821944226	
	Test Practice				9780821944233	
	Special Topics				9780821944240	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level III (Print & Interactive Student Edition CD Package)	Various	2012	8	9780821960905	Recommended as a comprehensive program 87% CCSS 96% Material Analysis
	Notes: Comprehensive ELA/Literacy program. Embeds writing and language instruction in a cohesive way. Strong nonfiction component. Strongly aligned to Common Core, from emphasis on evidence to assessment to paired readings emphasizing text-to-text connections. Only weaknesses are that writing workshop on argument-writing is on persuasive writing (includes appeals to emotion) and language instruction may need additional resources. Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Three levels of reading support, from guided to directed to independent• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Comparing Literature feature compares two works• Cross-curricular and text-to-text connections• In-depth workshops for skills mastery• Reading assessments and test practice workshops					
	Mirrors & Windows Level III Annotated Teacher's Edition				9780821960349	
	Mirrors & Windows Level III eBook (6 yr license)				9780821957493	
	Mirrors & Windows Level III Teacher Resources DVD				9780821960790	
	Mirrors & Windows Level III Program Planning Guide				9780821961285	
	Mirrors & Windows Level III Assessment Program Guide				9780821961278	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947258	
	Mirrors & Windows Level III Meeting the Standards Unit Resource Package				9780821961735	
	Unit 1				9780821961193	
	Unit 2				9780821961209	
	Unit 3				9780821961216	
	Unit 4				9780821961223	
	Unit 5				9780821961230	
	Unit 6				9780821961247	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level III (Print & Interactive Student Edition CD Package) CONT.					
	Unit 7				9780821961254	
	Unit 8				9780821961261	
	Mirrors & Windows Level III Differentiated Instruction Package				9780821944615	
	Differentiated Instruction for	English Language Learners			9780821931226	
	Differentiated Instruction for	Developing Readers			9780821931219	
	Differentiated Instruction for	Advanced Students			9780821931233	
	Mirrors & Windows Level III Exceeding the Standards Package				9780821944622	
	Literature & Reading				9780821944301	
	Vocabulary & Spelling				9780821944318	
	Grammar & Style				9780821944325	
	Speaking & Listening				9780821944332	
	Writing				9780821944349	
	Extension Activities				9780821944356	
	Test Practice				9780821944363	
	Special Topics				9780821944370	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 6 ©2012	Carol Jago, Robert Marzano, et al	2012	6		Highly Recommended as a comprehensive program 95% CCSS 100% Material Analysis	
	<p>Notes: Overall, and excellent, easy to use, organized, well-researched, comprehensive program. The program has rigorous and deep practice. Reading selections, vocabulary and writing workshops are valuable. The essential course of study ensures standards are met. A few areas need more support but are adequately covered (RL9, RI9, W9, and L1 & 2).</p> <p>Key Features:</p> <p>1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction.</p> <p>2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections.</p> <p>3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i>, and <i>Technology Workshops</i>, are similarly structured.</p> <p>4. Powerful instructional support. <i>Targeted Passages</i>, <i>Tiered Discussion Prompts</i>, scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities.</p> <p>5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing.</p> <p>6. Differentiated Instruction. <i>Adapted Interactive Reader</i>, <i>Adapted Interactive Reader for ELL</i>, <i>Level Up on-line Tutorials</i>, and leveled practice support embedded teaching strategies.</p>						
	Holt McDougal Literature Student Edition Grade 6						9780547434537
	Student Edition eTextbook PDF Grade 6						9780547775845
	Teacher’s Edition Grade 6						9780547618432
	HMD Literature and Write Source Print and Digital Bundle Grade 6 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)						9780544093973
	HMD Literature Print and Digital plus Write Source Digital Bundle Grade 6 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)						9780544094086
	Interactive Reader Grade 6						9780547619309
	Adapted Interactive Reader Grade 6						9780547619446
	ELL Adapted Interactive Reader Grade 6						9780547619583
	Student One Stop Grade 6						9780547619903
	WriteSmart Student CD-ROM Grade 6						9780547620114
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 6						9780547475172
	Interactive Online Teacher Access 7-year Access Grade 6						9780547802046
	Interactive Online Teacher Access 6-year Access Grade 6						9780547616148
	Interactive Online Teacher Access 1-year Access Grade 6						9780547616070
	Write Source Online Teacher Subscription 6-year Access Grade 6						9780547508832
	Common Core Resource Manager (Includes Units 1-8 and Research Unit)						9780547629056
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)						9780547629209

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Correlation to the CCSS: www.sde.idaho.gov/site/common/english

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 6 ©2012 CONT.					
	Assessment File Diagnostic and Selection Tests Grade 6				9780547619163	
	Assessment File Unit and Benchmark Tests Grade 6				9780547619231	
	Interactive Reader Teacher's Edition Grade 6				9780547619378	
	Adapted Interactive Reader Teacher's Edition Grade 6				9780547619514	
	ELL Adapted Interactive Reader Teacher's Guide Grade 6				9780547619651	
	Teacher One Stop Grade 6				9780547619972	
	Power Notes DVD-ROM Grade 6				9780547620046	
	WriteSmart Teacher CD-ROM Grade 6				9780547620183	
	MediaSmart DVD-ROM Grade 6				9780547620251	
	Audio Anthology CD-ROM Grade 6				9780547620329	
	Adapted Interactive Reader Audio Tutor CD-ROM Grade 6				9780547620398	
	GrammarNotes DVD-ROM Grades 6-8				9780547475264	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 6				9780547650173	
	Online Essay Scoring Middle School 6-year Access Grades 6-8				9780547763606	
	Online Essay Scoring Middle School 1-year Access Grades 6-8				9780547763590	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 7 ©2012	Carol Jago, Robert Marzano, et al	2012	7		Recommended as a comprehensive program 93.6% CCSS 98.2% Material Analysis	
	<p>Notes: Comprehensive program is exemplary. Multiple entries and practice in most areas. Senses varied and cultural differentiated aspects. New teachers will find this text particularly helpful and common core ready. This text includes a good balance of fiction and non-fiction materials. The ancillary materials includes Resource Managers for each unit, CD’s, ELL support, and struggling reader support with scoring rubrics.</p> <p>Key Features:</p> <p>1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction.</p> <p>2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections.</p> <p>3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i>, and <i>Technology Workshops</i>, are similarly structured.</p> <p>4. Powerful instructional support. <i>Targeted Passages</i>, <i>Tiered Discussion Prompts</i>, scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities.</p> <p>5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing.</p> <p>6. Differentiated Instruction. <i>Adapted Interactive Reader</i>, <i>Adapted Interactive Reader for ELL</i>, <i>Level Up on-line Tutorials</i>, and leveled practice support embedded teaching strategies.</p>						
	Holt McDougal Literature Student Edition Grade 7						9780547618371
	Student Edition eTextbook PDF Grade 7						9780547783420
	Teacher’s Edition Grade 7						9780547618449
	HMD Literature and Write Source Print and Digital Bundle Grade 7 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)						9780544093775
	HMD Literature Print and Digital plus Write Source Digital Bundle Grade 7 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)						9780544094888
	Interactive Reader Grade 7						9780547619316
	Adapted Interactive Reader Grade 7						9780547619453
	ELL Adapted Interactive Reader Grade 7						9780547619590
	Student One Stop Grade 7						9780547619910
	WriteSmart Student CD-ROM Grade 7						9780547620121
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 7						9780547475196
	Interactive Online Teacher Access 7-year Access Grade 7						9780547801957
	Interactive Online Teacher Access 6-year Access Grade 7						9780547616155
	Interactive Online Teacher Access 1-year Access Grade 7						9780547616087
	Write Source Online Teacher Subscription 6-year Access Grade 7						9780547508795
	Common Core Resource Manager (Includes Units 1-8 and Research Unit)						9780547629063
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)						9780547629155

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 7 ©2012 CONT.					
	Assessment File Diagnostic and Selection Tests Grade 7				9780547619170	
	Assessment File Unit and Benchmark Tests Grade 7				9780547619248	
	Interactive Reader Teacher's Edition Grade 7				9780547619385	
	Adapted Interactive Reader Teacher's Edition Grade 7				9780547619521	
	ELL Adapted Interactive Reader Teacher's Guide Grade 7				9780547619668	
	Teacher One Stop Grade 7				9780547619989	
	Power Notes DVD-ROM Grade 7				9780547620053	
	WriteSmart Teacher CD-ROM Grade 7				9780547620190	
	MediaSmart DVD-ROM Grade 7				9780547620268	
	Audio Anthology CD-ROM Grade 7				9780547620336	
	Adapted Interactive Reader Audio Tutor CD-ROM Grade 7				9780547620404	
	GrammarNotes DVD-ROM Grades 6-8				9780547475264	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 7				9780547650180	
	Online Essay Scoring Middle School 6-year Access Grades 6-8				9780547763606	
	Online Essay Scoring Middle School 1-year Access Grades 6-8				9780547763590	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 8 ©2012	Carol Jago, Robert Marzano, et al	2012	8		Highly Recommended as a comprehensive program 94% CCSS 96% Material Analysis
	Notes: Overall, a highly recommended comprehensive program. It clearly covers all CCSS strands, with a wide variety of texts, activities, and assignments. Teacher and student friendly, especially with the integration of writing and language with reading. Key Features: 1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction. 2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections. 3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i> , and <i>Technology Workshops</i> , are similarly structured. 4. Powerful instructional support. <i>Targeted Passages</i> , <i>Tiered Discussion Prompts</i> , scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities. 5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing. 6. Differentiated Instruction. <i>Adapted Interactive Reader</i> , <i>Adapted Interactive Reader for ELL</i> , <i>Level Up on-line Tutorials</i> , and leveled practice support embedded teaching strategies.					
	Holt McDougal Literature Student Edition Grade 8				9780547618388	
	Student Edition eTextbook PDF Grade 8				9780547783437	
	Teacher’s Edition Grade 8				9780547618456	
	HMD Literature and Write Source Print and Digital Bundle Grade 8 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)				9780544093676	
	HMD Literature Print and Digital plus Write Source Digital Bundle Grade 8 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)				9780544093690	
	Interactive Reader Grade 8				9780547619323	
	Adapted Interactive Reader Grade 8				9780547619460	
	ELL Adapted Interactive Reader Grade 8				9780547619606	
	Student One Stop Grade 8				9780547619927	
	WriteSmart Student CD-ROM Grade 8				9780547620138	
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 8				9780547475219	
	Interactive Online Teacher Access 7-year Access Grade 8				9780547801988	
	Interactive Online Teacher Access 6-year Access Grade 8				9780547616162	
	Interactive Online Teacher Access 1-year Access Grade 8				9780547616094	
	Write Source Online Teacher Subscription 6-year Access Grade 8				9780547508689	
	Common Core Resource Manager (Includes Units 1-9 and Research Unit)				9780547629087	
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)				9780547629148	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 8 ©2012 CONT.					
	Assessment File Diagnostic and Selection Tests Grade 8				9780547619187	
	Assessment File Unit and Benchmark Tests Grade 8				9780547619255	
	Interactive Reader Teacher's Edition Grade 8				9780547619392	
	Adapted Interactive Reader Teacher's Edition Grade 8				9780547619538	
	ELL Adapted Interactive Reader Teacher's Guide Grade 8				9780547619675	
	Teacher One Stop Grade 8				9780547619996	
	Power Notes DVD-ROM Grade 8				9780547620060	
	WriteSmart Teacher CD-ROM Grade 8				9780547620206	
	MediaSmart DVD-ROM Grade 8				9780547620275	
	Audio Anthology CD-ROM Grade 8				9780547620343	
	Adapted Interactive Reader Audio Tutor CD-ROM Grade 8				9780547620411	
	GrammarNotes DVD-ROM Grades 6-8				9780547475264	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 8				9780547650197	
	Online Essay Scoring Middle School 6-year Access Grades 6-8				9780547763606	
	Online Essay Scoring Middle School 1-year Access Grades 6-8				9780547763590	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Grade 6	SHANAHAN, ET AL	2014	6		Recommended as a comprehensive program 89% CCSS 96% Material Analysis	
	Notes: Digital element required to fully meet standards, especially writing standards. Speaking and listening is low.						
	Key Features: Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades. The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements. Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing. Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.						
	Reading Wonders Digital Program 6 Year Subscription Grade 6						9780021193271
	Reading Wonders Student Workspace 6 Year Subscription Grade 6						9780021195039
	Reading Wonders Comprehensive Program 6 Year Subscription Grade 6						9780021193011
	Reading Wonders - Reading Writing Workshop Grade 6						9780021187119
	Reading Wonders Literature Anthology Grade 6						9780021187126
	Reading Wonders Teacher Edition Package Grade 6						9780021193318
	Reading Wonders Teacher Edition Volume 1 Grade 6						9780021187058
	Reading Wonders Teacher Edition Volume 2 Grade 6						9780021187065
	Reading Wonders Teacher Edition Volume 3 Grade 6						9780021187072
	Reading Wonders Teacher Edition Volume 4 Grade 6						9780021187089
	Reading Wonders Teacher Edition Volume 5 Grade 6						9780021187096
Reading Wonders Teacher Edition Volume 6 Grade 6					9780021187102		

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

Material Analysis=A comprehensive look at the material outside of meeting standards.

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Grade 6 CONT.					
	Reading Wonders Reading Writing Workshop 6 Year Subscription Grade 6				9780021193264	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 6				9780021290628	
	Reading Wonders Your Turn Practice Book Grade 6				9780021187133	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 6				9780021274949	
	Reading Wonders Leveled Reader Library Package Approaching Grade 6				9780021193325	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 6				9780021274956	
	Reading Wonders Leveled Reader Package On-Level Grade 6				9780021194926	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 6				9780021274963	
	Reading Wonders Leveled Reader Library Package Beyond Grade 6				9780021192960	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade 6				9780021274970	
	Reading Wonders Leveled Reader Package ELL Grade 6				9780021194919	
	Reading Wonders Workstation Activity Cards Package Grade 6				9780021192946	
	Reading Wonders Visual Vocabulary Cards Grade 6				9780021185726	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders Reading Response Boards Grade 2-6				9780021189632	
	Reading Wonders High Frequency Word Cards Grade 3-6				9780021188208	
	Reading Wonders Weekly Assessment Grade 6				9780021270934	
	Reading Wonders Unit Assessment Grade 6				9780021271009	
	Reading Wonders Benchmark Assessment Grade 6				9780021270873	
	Reading Wonders - Classroom Trade Book Library Grade 6				9780021297030	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 6				9780021195046	

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

Material Analysis=A comprehensive look at the material outside of meeting standards.

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 6, Print Student Edition with PHLitOnline 6-year Digital License	Hiebert	2015	6	9780133268171	Recommended as a comprehensive program 84% CCSS 91% Material Analysis
	Notes: Writer’s Coach piece needs to be purchased to meet standards, but there is no publisher guidance. It is not referenced in core materials. Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core. Its unique Instructional Model brings support around the critical shifts in literacy, emphasizing building knowledge through content rich nonfiction, reading and writing grounded in evidence, providing texts of the appropriate range of complexity and focusing on academic vocabulary. The heart of the Instructional Model is a focus on Text Sets that consist of an Anchor Text with related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 6, PHLitOnline 6-year Digital License				9780133270686	
	Pearson Literature Common Core Grade 6, Student Edition Stand Alone eText 6 -year License				9780133270761	
	Pearson Literature Common Core Grade 6, Print Student Edition WITH Writing Coach Print Student Edition Plus Writing Coach 6-year Online Access				9780133282665	
	Pearson Literature Common Core Grade 6, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282733	
	Pearson Literature Common Core Grade 6, Print Teacher Edition				9780133268263	
	Pearson Literature Common Core Grade 6, Teacher Edition Stand-Alone eText 6-year License				9780133270914	
	Pearson Literature Common Core Grade 6, Common Core Student Companion Workbook				9780133271065	
	Pearson Literature Common Core Grade 6, All-in-One Student Companion				9780133271140	
	Pearson Literature Common Core Grade 6, Close Reading Book				9780133275650	
	Pearson Literature Common Core Grade 6, Hear It! Audio CD				9780133270099	
	Pearson Literature Common Core Grade 6, ExamView Test Bank CD-ROM				9780133271485	
	Pearson Literature Common Core Grade 6, Teacher Resource CD-ROM				9780133271577	
	Pearson Literature Common Core Grade 6, Reading Kit (Consists of single print text)				9780133272437	
	Pearson Literature Common Core Grade 6, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535632	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 7, Print Student Edition with PHLitOnline 6-year Digital License	Hiebert	2015	7	9780133268188	Recommended as a comprehensive program 83% CCSS 88% Material Analysis
	Notes: The teacher’s edition does not mention the Writing Coach at all so teachers will need to integrate these without publisher guidance. Common Core Literature is a high quality recommended program. Improvements could be made to address areas of weakness, such as writing, language, and technology gaps. The additional purchase of Writing Coach can help with writing standards depending on teacher use. Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core. Its unique Instructional Model brings support around the critical shifts in literacy, emphasizing building knowledge through content rich nonfiction, reading and writing grounded in evidence, providing texts of the appropriate range of complexity and focusing on academic vocabulary. The heart of the Instructional Model is a focus on Text Sets that consist of an Anchor Text with related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 7, PHLitOnline 6-year Digital License				9780133270693	
	Pearson Literature Common Core Grade 7, Student Edition Stand Alone eText 6 -year License				9780133270778	
	Pearson Literature Common Core Grade 7, Print Student Edition WITH Writing Coach Print Student Edition Plus Writing Coach 6-year Online Access				9780133282672	
	Pearson Literature Common Core Grade 7, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282740	
	Pearson Literature Common Core Grade 7, Print Teacher Edition				9780133268270	
	Pearson Literature Common Core Grade 7, Teacher Edition Stand-Alone eText 6-year License				9780133270921	
	Pearson Literature Common Core Grade 7, Common Core Student Companion Workbook				9780133271089	
	Pearson Literature Common Core Grade 7, All-in-One Student Companion				9780133271164	
	Pearson Literature Common Core Grade 7, Close Reading Book				9780133275667	
	Pearson Literature Common Core Grade 7, Hear It! Audio CD				9780133270105	
	Pearson Literature Common Core Grade 7, ExamView Test Bank CD-ROM				9780133271508	
	Pearson Literature Common Core Grade 7, Teacher Resource CD-ROM				9780133271584	
	Pearson Literature Common Core Grade 7, Reading Kit (Consists of single print text)				9780133272444	
	Pearson Literature Common Core Grade 7, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535649	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 8, Print Student Edition with PHLitOnline 6-year Digital License	Hiebert	2015	8	9780133268195	Recommended as a comprehensive program 80% CCSS 78% Material Analysis
	Notes: Need to purchase kit with Writing Coach to make a comprehensive program. Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core. Its unique Instructional Model brings support around the critical shifts in literacy, emphasizing building knowledge through content rich nonfiction, reading and writing grounded in evidence, providing texts of the appropriate range of complexity and focusing on academic vocabulary. The heart of the Instructional Model is a focus on Text Sets that consist of an Anchor Text with related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 8, PHLitOnline 6-year Digital License				9780133270709	
	Pearson Literature Common Core Grade 8, Student Edition Stand Alone eText 6 -year License				9780133270785	
	Pearson Literature Common Core Grade 8, Print Student Edition WITH Writing Coach Print Student Edition Plus Writing Coach 6-year Online Access				9780133282689	
	Pearson Literature Common Core Grade 8, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282757	
	Pearson Literature Common Core Grade 8, Print Teacher Edition				9780133268294	
	Pearson Literature Common Core Grade 8, Teacher Edition Stand-Alone eText 6-year License				9780133270938	
	Pearson Literature Common Core Grade 8, Common Core Student Companion Workbook				9780133271096	
	Pearson Literature Common Core Grade 8, All-in-One Student Companion				9780133271171	
	Pearson Literature Common Core Grade 8, Close Reading Book				9780133275674	
	Pearson Literature Common Core Grade 8, Hear It! Audio CD				9780133270112	
	Pearson Literature Common Core Grade 8, ExamView Test Bank CD-ROM				9780133271515	
	Pearson Literature Common Core Grade 8, Teacher Resource CD-ROM				9780133271591	
	Pearson Literature Common Core Grade 8, Reading Kit (Consists of single print text)				9780133272451	
	Pearson Literature Common Core Grade 8, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535656	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Scholastic Inc.	Scholastic READ 180 Next Generation Stage B with 60 Perpetual Student Licenses	Hasselbring	2012	7	9780545360104	Recommended as a comprehensive intervention program 84% CCSS 95% Material Analysis
	Notes: READ 180 is a very comprehensive program. Key Features: READ 180 Next Generation is a comprehensive system of curriculum, assessment, professional development, and family engagement tools that empower everyone to contribute to reading success. Designed to meet the needs of students, in Grades 6-8, whose reading achievement is below the proficient level, the program provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and strategic grouping support for data-driven differentiation. The core components of the program have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction.					
	Scholastic READ 180 Next Generation Stage B with 30 Perpetual Student Licenses				9780545365871	
	READ 180 NG Stage B rBook (consumable)				9780545318310	
Scholastic Inc.	System 44 Next Generation-Secondary with 20 Perpetual Student Licenses	Hasselbring	2014	8	9780545565486	Recommended as an intervention resource for Speaking and Listening only 88% CCSS-Speaking and Listening
	Notes: Although this curriculum has some nice assessment components and parts, it does not address enough of the 8 th grade standards. Supplemental books are quite juvenile in nature and many 8 th graders would not have buy-in. It is repetitive and moves significantly slow. It is difficult to see this used as tier two and have students make the needed progress to eventually re-enter grade level instruction with success. It scored under 80% in all other components but speaking and listening. Key Features: System 44 Next Generation Secondary is a new foundational reading program for the most challenged readers in Grades 6-12+. System 44 Next Generation is proven to help students master the foundational reading skills required for success with the Common Core through explicit instruction in phonics, comprehension, and writing.					
	System 44 NG 44Book Student Edition--Secondary (consumable)				9780545501224	
	System 44 NG Decodable Digest				9780545501170	

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ELA/Literacy 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Strategies for Writers Student Edition, Print	Zaner-Bloser	2013	6	9780736772815	Recommended as a component program for Writing only 45% CCSS-Writing
	Notes: In terms of writing, this text would be a great supplemental resource, but lacks grammar and mechanics. Key Features: <i>Strategies for Writers</i> is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					
	Strategies for Writers Student Edition, eBook online, 1 yr access per classroom, 30 students				9781453100042	
	Strategies for Writers Teacher Edition, Print				9780736772747	
	Strategies for Writers Teacher Edition, eBook online, 1 yr access per teacher				9781453100189	
	Strategies for Writers Online Writing Center, 1 Yr Access, per classroom, 30 students				9781453107751	
Zaner-Bloser, Inc.	Strategies for Writers Student Edition, Print	Zaner-Bloser	2013	7	9780736772822	Recommended as a component program for Writing only 70% CCSS-Writing
	Notes: In terms of writing, this text would be a great supplemental resource, but lacks grammar and mechanics. Key Features: <i>Strategies for Writers</i> is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					
	Strategies for Writers Student Edition, eBook online, 1 yr access per classroom, 30 students				9781453100059	
	Strategies for Writers Teacher Edition, Print				9780736772754	
	Strategies for Writers Teacher Edition, eBook online, 1 yr access per teacher				9781453100196	
	Strategies for Writers Online Writing Center, 1 Yr Access, per classroom, 30 students				9781453107805	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Strategies for Writers Student Edition, Print	Zaner-Bloser	2013	8	9780736772839	Recommended as a component program for Writing only 83% CCSS-Writing
	Notes: In terms of writing, this text would be a great supplemental resource, but lacks grammar and mechanics. Key Features: Strategies for Writers is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					
	Strategies for Writers Student Edition, eBook online, 1 yr access per classroom, 30 students				9781453100066	
	Strategies for Writers Teacher Edition, Print				9780736772761	
	Strategies for Writers Teacher Edition, eBook online, 1 yr access per teacher				9781453100196	
	Strategies for Writers Online Writing Center, 1 Yr Access, per classroom, 30 students				9781453107850	
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	6	9780736794640	Recommended as a component resource for Language only 42% CCSS-Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: Word Wisdom is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.					
	Word Wisdom Teacher Edition, Print				9780736792844	
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	7	9780736794657	Recommended as a component resource for Language only 42% CCSS-Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: Word Wisdom is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.					
	Word Wisdom Teacher Edition, Print				9780736792851	
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	8	9780736794664	Recommended as a component resource for Language only 42% CCSS-Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: Word Wisdom is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.					
	Word Wisdom Teacher Edition, Print				9780736792868	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Zaner-Bloser Handwriting, Student Edition, Print	Zaner-Bloser	2012	6	9780736768429	Recommended as a handwriting resource only 85%
	Notes: Key Features: Zaner-Bloser HANDWRITING uses academic language and modeling to teach handwriting, a foundational literacy skill. The program encourages ongoing literacy growth to improve written communications through quick, fluent, and legible letter formation. The student practice books, paired with teacher guidance, give students the tools they need to assess and improve their handwriting. Use of the program eliminates the need for costly handwriting-related intervention in middle school. Grade 6: Emphasizes reinforcement of cursive handwriting skills, maintenance of manuscript handwriting skills, and real-world handwriting applications					
	Zaner-Bloser Handwriting, Teacher Edition, Print				9780736768542	
	Zaner-Bloser Handwriting, Teacher Edition, eBook Online, 1 year access, per teacher				9780736772914	
Zaner-Bloser, Inc.	Spelling Connections, Student Edition - softcover, Print	Zaner-Bloser	2012	6	9780736768603	Recommended as a component for Writing only 80% CCSS-Writing 61% Material Analysis
	Notes: This is a spelling book. There is reading and writing in this text, but the work associated with the assignments does not address the CCSS skills of reading and writing. Key Features: Proficient spelling is a key foundational skill for future academic and vocational success. <i>Spelling Connections</i> provides daily, explicit instruction in spelling patterns and rules. Research-based differentiated word lists are the core of each unit and provide targeted instruction for all students. Meaningful instruction links spelling to higher level thinking skills through word sorts, and connects spelling to phonics/vocabulary, reading, and writing. Includes diagnostic, formative, and summative assessments to monitor progress. Technology tools offer engaging and relevant spelling instruction and practice.					
	Spelling Connections, Student Edition-hardcover, Print				9780736768658	
	Spelling Connections, Student Edition, ebook Online 1 year access, per classroom, 30 students				9780736773010	
	Spelling Connections, Teacher Edition, Print				9780736768771	
	Spelling Connections, Teacher Edition, eBook Online 1 year access per teacher				9781453110331	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Inquire Middle School, Student Edition, Print, softcover	Zaner-Bloser	2013	6-8	9781932436341	Recommended as a component for Writing and Listening and Speaking only 6th: 100% CCSS-Writing 92% CCSS-Listening and Speaking 61% Material Analysis 7th: 100% CCSS-Writing 92% CCSS-Listening and Speaking 73% Material Analysis 8th: 100% CCSS-Writing 83% CCSS-Listening and Speaking 68% Material Analysis
	Notes: Text is aligned by the publisher to anchor standards only. Text focuses on teaching and supporting critical thinking skills as well as 21 st Century learning skills but does not address specifications of Idaho Core grade level standards. Key Features: <i>Inquire</i> is a complete learning guide covering 21 st century skills, traditional study skills, the inquiry process, and project-based instruction. The Student Handbook helps students gain the skills they need to succeed in school and in life beyond the school walls, such as <ul style="list-style-type: none"> • Learning Skills (critical thinking, creative thinking, collaborating, communicating), • Literacy Skills (information literacy, media literacy, technology literacy), and • Life Skills (flexibility, initiative, social skills, productivity, leadership). The Teacher's Guide provides complete support for using the Student Handbook, including lesson plans, extension activities, chapter quizzes, correlations, and hundreds of minilessons and project suggestions for using <i>Inquire</i> in social studies, science, math, and language arts. <i>Inquire Online</i> features links, bookmarks, and searchability for easy navigation; additional resources for students (links to websites, videos, and articles); and additional resources for teachers (PDFs of copy masters, an answer key for each chapter review, and the ability to send announcements and assignments to students).				9781932436365	
	Inquire Middle School, Teacher Edition, Print,				9781932436389	
	Inquire Middle School Online Classroom Set, 1 year access (up to 30 students)					
Zaner-Bloser, Inc.	Read for Real, Student Edition, Print	Zaner-Bloser	2011	6	9780736773393	Recommended as a component resource for Informational Text only 75% CCSS- Info. Text 93% Material Analysis
	Notes: Great nonfiction component resource! Key Features: Help students to transfer reading strategies across the curriculum. High interest science and social studies selections appeal to readers struggling with informational text. Demonstrate comprehension skills by learning strategies for use before, during and after reading. Unlock the meanings of new and unfamiliar words. Gain independence in accessing information and improving test scores by applying strategies and skills to assessments and standardized tests.				9780736773331	
	Read for Real, Teacher Edition, Print					

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ELA/Literacy 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Read for Real, Student Edition, Print	Zaner-Bloser	2011	7	9780736773409	Recommended as a component resource for Informational Text only 80% CCSS- Info. Text 82% Material Analysis
	Notes: Good resource for informational text instruction. Texts are cross-curricular and well supported with photos, charts, graphs, etc. Great “Reading in the Real World” application section. Well-designed assessments and teacher’s guide. Not strong enough to be the sole source of instruction in writing, speaking & listening, and language but does offer some support in these areas. Might be a strong tool for intervention and or remediation. Key Features: Help students to transfer reading strategies across the curriculum. High interest science and social studies selections appeal to readers struggling with informational text. Demonstrate comprehension skills by learning strategies for use before, during and after reading. Unlock the meanings of new and unfamiliar words. Gain independence in accessing information and improving test scores by applying strategies and skills to assessments and standardized tests.					
	Read for Real, Teacher Edition, Print				9780736773348	
Zaner-Bloser, Inc.	Read for Real, Student Edition, Print	Zaner-Bloser	2011	8	9780736773416	Recommended as a component resource for Informational Text only 80% CCSS- Info. Text 82% Material Analysis
	Notes: As an informational, nonfiction text, this is an excellent product. It is very kid-friendly. It offers the added bonus of support in writing, speaking and listening and language. Text is well supported for cross-curricular activities. Great photos, graphs, and charts. “Reading in the Real World” section is great. It is not strong enough to be the sole ELA source for instruction but does give an added bonus of strong support for writing, language, and speaking and listening. Might also be a great tool for remediation or ELL instruction. Key Features: Help students to transfer reading strategies across the curriculum. High interest science and social studies selections appeal to readers struggling with informational text. Demonstrate comprehension skills by learning strategies for use before, during and after reading. Unlock the meanings of new and unfamiliar words. Gain independence in accessing information and improving test scores by applying strategies and skills to assessments and standardized tests.					
	Read for Real, Teacher Edition, Print				9780736773355	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2013 RECOMMENDATIONS**

**English Language
Arts/Literacy
9-12**

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ELA/Literacy 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Bedford, Freeman and Worth Publishing Group, LLC	Common Threads, 1st Edition, print + 6 year eBook	Ellen Repetto	2014	9-10	9781457663352	Recommended as a component program for Informational Text only 82% CCSS-Info. Text 77% Materials Analysis
	Notes: Socio-political concerns: “The Text uses images that may allow certain conservative political action groups to criticize a school, the state and the text. This criticism could be lodged at the text’s use of The Four Freedoms Illustrations.” Key Features: -Dual organization pairs essential writing types (narrative, expository, and argumentative), with engaging themes -39 brief, high-interest essays, speeches, op-eds, and memoirs, a range of traditional US documents, and rich visual texts to accompanied by questions and connections -Opening chapter introduces techniques for reading attentively and critically -Text-centered questions after each reading covering vocabulary, key ideas and details, craft and structure, and integration of knowledge and ideas -4 introductory writing chapters on developing an essay, revising, editing, and working with sources (including visual sources) -A grammar focus box in each chapter reinforcing key language skills and offering practice exercises -Prompts throughout the book suggesting group projects and presentation assignments					
	Common Threads, 1st Edition				9781457625312	
	Instructor's Edition of Common Threads				9781457647598	
	Instructor's Manual for Common Threads				9781457647604	
Bedford, Freeman and Worth Publishing Group, LLC	Models for Writers, 11th Edition print text + 6 year eBook + Easy Writer, 4th Edition	Alfred Rosa	2012	9-10	9781457633515	Recommended as a resource for Writing only 55% CCSS-Writing
	Notes: Could be decent for honors course or advanced course, but definitely not comprehensive, and weak in many areas. Very little guidance or modeling-students are expected to answer questions without real instruction beforehand. This book will leave many students behind-probably useful for 11-12 grades. Very weak on work level. Key Features: -79 selections in Models for Writers are brief, lively examples that are comparable in length to what students will write themselves -Part 1 of <i>Models</i> details the writing process and includes 4 sample student essays; Parts 2-3 cover basic elements and language of writing (such as thesis, organization, transition, diction, and tone); Part 4 introduces different types of essays and rhetorical patterns - <i>Easy Writer</i> is designed for clear, easy reference and gives attention to good writing, not just surface correctness -Up-to-date information on research and documentation offers the latest guidelines for MLA-, APA-, Chicago-, and CSE-style documentation, with color-coded source maps to help students use and cite sources effectively. -Complete coverage of the writing process offers tips on planning, drafting, revising, and editing, plus help with academic writing and portfolios.					
	Models for Writers, 11th Edition + Easy Writer, 4th Edition				9781457633553	
	Models for Writers, 11th Edition print text + eBook				9781457632396	
	Models for Writers, 11th Edition				9780312552176	
	Instructor's Manual for Models for Writers				9780312552183	

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Bedford, Freeman and Worth Publishing Group, LLC	Patterns for College Writing, 12th Edition print text + 6 year eBook + Easy Writer, 4th Edition	Laurie G Kirszner	2012	11-12	9781457633539	Recommended as a component for Informational Text and Writing only 80% CCSS-Info. Text 95% CCSS-Writing 72% Material Analysis
	Notes: This is a great component program for writing that addresses informational text as a model; however, it lacks a rich variety of literature that would distinguish it as a CCSS comprehensive program. Did not evaluate the e versions. Key Features: - <i>Patterns</i> contains comprehensive coverage of the writing process, the patterns of development, and research. Part 1 covers “The Writing Process;” Part 2 covers “Readings for Writers;” and Part 3 covers “Working with Sources” - Excellent student support in <i>Patterns</i> with more examples of student writing than any other reader- 16 annotated student essays - <i>Easy Writer</i> is designed for clear, easy reference and gives attention to good writing, not just surface correctness - Up-to-date information on research and documentation offers the latest guidelines for MLA-, APA-, Chicago-, and CSE-style documentation, with color-coded source maps to help students use and cite sources effectively. -Complete coverage of the writing process offers tips on planning, drafting, revising, and editing, plus help with academic writing and portfolios.					
	Patterns for College Writing, 12th Edition + Easy Writer, 4th Edition				9781457633577	
	Patterns for College Writing, 12th Edition print text + eBook				9781457632402	
	Patterns for College Writing, 12th Edition				9780312623074	
	Instructor’s Manual for Patterns for College Writing, 12th Edition				9780312678968	
	EasyWriter, 4th Edition				9780312531140	
	Bedford, Freeman and Worth Publishing Group, LLC	Literature and Composition print text + 6 year eBook	Carol Jago; Renee H. Shea; Lawrence Scanlon; Robin Dissin Aufses	2011	11-12	
Notes: The book has a good variety of genres, themes, and assignments. We found it weak in the areas of illustration. It does not provide explanations or samples for essay prompts or multiple-choice test/answers. Key Features: - The book begins with instructional chapters that walk students through the essential skills taught in an AP Literature class; Chapter 1 — "Thinking about Literature," Chapter 2 — "Close Reading," Chapter 3 — "The Big Picture," Chapter 4 — "Entering the Conversation" -Thematic chapters feature finest classic and contemporary literature -Includes 5 plays, 4 novellas, 41 short stories, 143 poems, 15 pieces of nonfiction, and 16 visual texts - The book includes eight pieces that students can write on for the open question, including <i>Trifles</i> , <i>The Dead</i> , <i>Fences</i> , <i>Heart of Darkness</i> , <i>The Importance of Being Earnest</i> , <i>Hamlet</i> , <i>The Metamorphosis</i> , <i>Daisy Miller</i> , and <i>Antigone</i> -Paired Poems in each chapter give students an opportunity to practice comparing and contrasting poetry, a key skill in the AP Literature course. -The Writer’s Craft: Close Reading sections break down the close reading process to explore the ways in which authors use the resources of language to create meaning. -Student Writing sections serve as guided peer-review sessions encouraging students to think critically about the writing and revision processes.						
Literature and Composition				9780312388065		
Teacher's Manual for Literature and Composition				9780312617264		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Bedford, Freeman and Worth Publishing Group, LLC	Bedford Introduction to Literature, 10th Edition	Michael Meyer	2013	11-12	9781457615924	Recommended for AP only 100% CCSS 97.6% Material Analysis
	Notes: This substantial volume of literature is comprehensive in its coverage of time periods, genres, diverse writers, and topics. Strong points include writing instruction for each genre, author interviews and commentary, variety in theme, and contemporary pieces. Key Features: -Well-balanced selection of stories, poems, and plays offers the essential classics you expect to see along with many newer works. -Many options for teaching include chapters on the literary elements that help students understand, read, and write about literature. -In-depth chapters connect students with authors such as Emily Dickinson, Robert Frost, Billy Collins, and Julia Alvarez through multiple works by the authors, then reflections on these works and excerpts from their drafts, along with commentaries by other writers and scholars. -Additional case studies bring literature to life through vivid cultural images and documents, critical perspectives, and themes that students will respond to, like love, humor, work, and the environment. -Seven chapters discuss every step of the writing process and a generous selection of MLA-style student papers (30 in all), including a paper-in-progress, model techniques for analyzing and arguing about literature. -More than 2,000 assignments offer more occasions for writing than any other comparable anthology.					
	AP Resources for the Bedford Introduction to Literature				9781457634840	
Bedford, Freeman and Worth Publishing Group, LLC	The Language of Composition, 2nd Edition print text + 6 year eBook	Renee H. Shea; Lawrence Scanlon; Robin Dissin Aufses	2013	11-12	9781457632303	Recommended for AP only 84.6% CCSS 95% Material Analysis
	Notes: Very Strong book for AP classes. It is accessible and contains a large variety of provocative texts. Balanced with writing and reading opportunities. Chapters 3 & 4 provide structured writing strategies. eBook not evaluated. Key Features: • Two new thematic chapters focus on Economics and the Environment. • Five new conversations — on timely issues like Materialism in American Culture, American Politics and the English Language, and Exporting American Pop Culture — feature questions that help students transition from comparison to synthesis. • 80 new pieces of nonfiction include high-interest contemporary essays by writers such as Malcolm Gladwell, Michael Pollan, and Firoozeh Dumas, as well as classic nonfiction by writers like Walt Whitman and Benjamin Franklin. • A 32-page full-color insert faithfully reproduces all of the art in the text so students can fully analyze the rhetorical choices that went into their construction. • More activity-driven opening chapters let students practice their analytical skills using brief, approachable texts and visual texts. • A greatly expanded teacher's manual offers suggested responses to all of the questions in the book and potential approaches for teaching the full-length essays. A new AP Bootcamp section covers major teaching issues — from designing a curriculum to commenting effectively on student writing. • The free student site will now include reading quizzes as well as audio and video links to extend the conversation into the real world.					
	The Language of Composition, 2nd Edition				9780312676506	
	Teacher's Manual for The Language of Composition				9781457618345	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Bedford, Freeman and Worth Publishing Group, LLC	Everything's An Argument with Readings, 6th Edition	Andrea Lunsford; John R. Ruszkiewicz; Keith Walters	2013	11-12	9781457631498	Recommended for AP only 92% CCSS 96% Material Analysis
	Notes: Appropriate for advanced placement students only. Requires significant teacher input and guidance to meet standards. Will prepare students for the written portion of the AP exam. Key Features: -Part 1 is a brief guide to argument; Part 2 is a thematically organized anthology of readings. The two parts of the book are linked by cross-references in the margins, leading students from the argument chapters to specific examples in the readings and from the readings to appropriate rhetorical instruction. -Fresh and important topics that encourage students to take up complex positions. Readings on topics such as "How Does Popular Culture Stereotype You?" "How Do We Define 'Inequality' in America?" and "What Should 'Diversity on Campus' Mean?" demand that students explore the many sides of an issue, not just pro or con. -Real-world design, with readings presented in the style of the original publication. Different formats for newspaper articles, magazine articles, essays, writing from the Web, and other media help students recognize and think about the effect design and visuals have on written arguments. Student-friendly- streamlined chapters open with and frequently illustrate their points with every day, real-life examples.					
	Instructor's Manual for Everything's An Argument with Readings				9781457609268	
Bedford, Freeman and Worth Publishing Group, LLC	50 Essays, 3rd Edition	Samuel Cohen	2011	11-12	9780312673062	Recommended for AP resource only 100% CCSS 84.3% Material Analysis
	Notes: This book would not be sufficient as a comprehensive text due to its lack of writing instruction. However, it is strongly recommended as a supplemental text focused on rhetorical analysis with suggested associated writing assignments. Strong, interesting essays and thought-provoking prompts. Key Features: -Highly teachable selection of classic and contemporary writing. -Classic selections by authors such Frederick Douglass, Plato, and Virginia Woolf expose students to time-tested writing. Contemporary, culturally diverse writers, such as Sherman Alexie, Judith Ortiz Cofer, and Amy Tan introduce alternative perspectives and voices. -Flexible collection that can be adapted to suit a variety of classroom needs. -5 alternative tables of contents that organize the selections by theme, rhetorical mode, writing purpose, chronological order, and into teaching pairs and clusters. -Four kinds of questions follow each selection to help students understand, analyze, and connect to what they read. -Glossary of writing terms provides definitions of important rhetorical concepts, including examples drawn from essays in the anthology.					
	Teaching Nonfiction in AP English: A Guide to Accompany 50 Essays				9780312691677	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Bedford, Freeman and Worth Publishing Group, LLC	Reflections, 1st Edition	Kathleen McWhorter	2014	9-12	9780312486884	Recommended as a component program for Informational Text and Writing only 80%% CCSS-Info. Text 85% CCSS-Writing 96% Material Analysis
	<p>Notes: This text contains no works considered literature or meeting the RL standards.</p> <p>Key Features:</p> <ul style="list-style-type: none">• Reading instruction offers practice in using context clues to build vocabulary, identifying the structure of an essay, analyzing an essay's thesis, and evaluating the validity of the authors' positions.• Writing instruction, framed as writing in response to reading, covers paraphrase and summary, writing clear paragraphs, writing and evaluating thesis statements, and creating persuasive essays.• Instruction in the modes takes students from the definition and requirements of each mode, to reading and writing in it.• Readings drawn from magazines, newspapers, the Web, and textbooks are designed to resemble their sources, as a reminder to students to consider context.• Readings like Robert Epstein's "How Science Can Help You Fall in Love" offer compelling glimpses into a variety of academic disciplines.• Selections on health, stress-management, and interpersonal relationships help students manage college life while honing their reading and writing skills.• Topics such as race relations, the consequences of war, the pros and cons of volunteer work, and the virtues and pitfalls of technology help students connect reading with the issues they deal with every day.• Textbook excerpts give students practice reading specialized vocabulary, developing study skills, and performing well on exams. <p>Emphasis on practical applications of reading and writing skills helps students transfer what they learn to their courses. The opening chapter on college success provides tips for managing workload and making the most of college resources.</p>					
	Instructor's Edition of Reflections				9781457667237	

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EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level IV (Print & Interactive Student Edition CD Package)	Various	2012	9	9780821960912	Recommended as a comprehensive program 93% CCSS 98% Material Analysis
	<p>Notes: Great developmental awareness/structured reading model that gradually released responsibility for learning to the student. Would need to supplement this text with more seminal documents and critical reading strategies for non-fiction text. Strong literature analysis because it breaks up questions to refer to text and reason with the text making sure to meet several levels of Bloom’s taxonomy-understanding, apply, analyze, evaluate, and create. These are neatly and easily charted.</p> <p>Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include</p> <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Three levels of reading support, from guided to directed to independent• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Comparing Literature feature compares two works• Cross-curricular and text-to-text connections• In-depth workshops for skills mastery <p>Reading assessments and test practice workshops</p>					
	Mirrors & Windows Level IV Annotated Teacher’s Edition				9780821960363	
	Mirrors & Windows Level IV eBook (6 yr license)				9780821957509	
	Mirrors & Windows Level IV Teacher Resources DVD				9780821960813	
	Mirrors & Windows Level IV Program Planning Guide				9780821961360	
	Mirrors & Windows Level IV Assessment Program Guide				9780821961353	
	ETS’ Criterion® Publisher’s Version Online Writing Evaluation				9780821947265	
	Mirrors & Windows Level IV Meeting the Standards Unit Resource Package				9780821961759	
	Unit 1				9780821961292	
	Unit 2				9780821961308	
	Unit 3				9780821961315	
	Unit 4				9780821961322	
	Unit 5				9780821961339	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level IV (Print & Interactive Student Edition CD Package) CONT.					
	Unit 6				9780821961346	
	Mirrors & Windows Level IV Differentiated Instruction Package				9780821931530	
	Differentiated Instruction for English Language Learners				9780821931509	
	Differentiated Instruction for Developing Readers				9780821931493	
	Differentiated Instruction for Advanced Students				9780821931516	
	Mirrors & Windows Level IV Exceeding the Standards Package				9780821943892	
	Literature & Reading				9780821943243	
	Vocabulary & Spelling				9780821943250	
	Grammar & Style				9780821943267	
	Speaking & Listening				9780821943274	
	Writing				9780821943281	
	Extension Activities				9780821943298	
	Test Practice				9780821943304	
	Special Topics				9780821943328	

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EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level V (Print & Interactive Student Edition CD Package)	Various	2012	10	9780821960929	Highly Recommended as a comprehensive program 95% CCSS 96% Material Analysis
	Notes: This text has so much meat! A mile wide and a mile deep!! Very valuable! IN this text art is literature, it teaches debate, panel discussions, socratic, seminars, writing, & research. Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Three levels of reading support, from guided to directed to independent• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Comparing Literature feature compares two works• Cross-curricular and text-to-text connections• In-depth workshops for skills mastery Reading assessments and test practice workshops					
	Mirrors & Windows Level V Annotated Teacher's Edition				9780821960387	
	Mirrors & Windows Level V eBook (6 yr license)				9780821957516	
	Mirrors & Windows Level V Teacher Resources DVD				9780821960837	
	Mirrors & Windows Level V Program Planning Guide				9780821961445	
	Mirrors & Windows Level V Assessment Program Guide				9780821961438	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947272	
	Mirrors & Windows Level V Meeting the Standards Unit Resource Package				9780821961773	
	Unit 1				9780821961377	
	Unit 2				9780821961384	
	Unit 3				9780821961391	
	Unit 4				9780821961407	
	Unit 5				9780821961414	
	Unit 6				9780821961421	
	Mirrors & Windows Level V Differentiated Instruction Package				9780821931813	

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EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level V (Print & Interactive Student Edition CD Package) CONT.					
	Differentiated Instruction for English Language Learners				9780821931783	
	Differentiated Instruction for Developing Readers				9780821931776	
	Differentiated Instruction for Advanced Students				9780821931790	
	Mirrors & Windows Level V Exceeding the Standards Package				9780821943908	
	Literature & Reading				9780821943403	
	Vocabulary & Spelling				9780821943410	
	Grammar & Style				9780821943427	
	Speaking & Listening				9780821943434	
	Writing				9780821943441	
	Extension Activities				9780821943458	
	Test Practice				9780821943465	
	Special Topics				9780821943489	

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EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition American Tradition (Print & Interactive Student Edition CD Package)	Various	2012	11	9780821960936	Highly Recommended as a comprehensive program 95% CCSS 100% Material Analysis
	<p>Notes: Thorough anthology of American literature. Ancillary materials are helpful and flesh things out, but basic information is there.</p> <p>Key Features:</p> <p><i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types.</p> <p><i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students.</p> <p>A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include</p> <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Cross-curricular and text-to-text connections• Comparing Literature feature compares two works• Understanding Literary Criticism workshops• In-depth workshops for skills mastery <p>Reading assessments and test practice workshops</p>					
	Mirrors & Windows American Tradition Annotated Teacher's Edition				9780821960400	
	Mirrors & Windows American Tradition eBook (6 yr license)				9780821957523	
	Mirrors & Windows American Tradition Teacher Resources DVD				9780821960851	
	Mirrors & Windows American Tradition Program Planning Guide				9780821961551	
	Mirrors & Windows American Tradition Assessment Program Guide				9780821961544	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947289	
	Mirrors & Windows American Tradition Meeting the Standards Unit Resource Package				9780821961797	
	Unit 1				9780821961452	
	Unit 2				9780821961469	
	Unit 3				9780821961476	
	Unit 4				9780821961483	
	Unit 5				9780821961490	
	Unit 6				9780821961506	
	Unit 7				9780821961513	

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EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition American Tradition (Print & Interactive Student Edition CD Package) CONT.					
	Unit 8				9780821961520	
	Unit 9				9780821961537	
	Mirrors & Windows American Tradition Differentiated Instruction Package				9780821932094	
	Differentiated Instruction for English Language Learners				9780821932063	
	Differentiated Instruction for Developing Readers				9780821932056	
	Differentiated Instruction for Advanced Students				9780821932070	
	Mirrors & Windows American Tradition Exceeding the Standards Package				9780821943915	
	Literature & Reading				9780821943564	
	Vocabulary & Spelling				9780821943571	
	Grammar & Style				9780821943588	
	Speaking & Listening				9780821943595	
	Writing				9780821943601	
	Extension Activities				9780821943618	
	Test Practice				9780821943625	
	Special Topics				9780821943649	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition British Tradition (Print & Interactive Student Edition CD Package)	Various	2012	12	9780821960943	Highly Recommended as a comprehensive program 96% CCSS 100% Material Analysis
	Notes: This book consistently pre-teaches and allows post assessments for students to analyze and think critically. Easy to navigate through text. Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include <ul style="list-style-type: none">Relevant, interesting, and diverse literature selectionsMix of easy, moderate, and challenging selectionsCritical thinking questions based on Bloom’s taxonomyCross-curricular and text-to-text connectionsComparing Literature features compares two worksUnderstanding Literary Criticism workshopsIn-depth workshops for skills mastery					
	Mirrors & Windows British Tradition Annotated Teacher's Edition				9780821960424	
	Mirrors & Windows British Tradition eBook (6 yr license)				9780821957530	
	Mirrors & Windows British Tradition Teacher Resources DVD				9780821960875	
	Mirrors & Windows British Tradition Program Planning Guide				9780821961674	
	Mirrors & Windows British Tradition Assessment Program Guide				9780821961667	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947296	
	Mirrors & Windows British Tradition Meeting the Standards Unit Resource Package				9780821961810	
	Unit 1				9780821961568	
	Unit 2				9780821961582	
	Unit 3				9780821961599	
	Unit 4				9780821961605	
	Unit 5				9780821961612	
	Unit 6				9780821961629	
	Unit 7				9780821961636	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition British Tradition (Print & Interactive Student Edition CD Package) CONT.					
	Unit 8				9780821961643	
	Unit 9				9780821961650	
	Mirrors & Windows British Tradition Differentiated Instruction Package				9780821932377	
	Differentiated Instruction for	English Language Learners			9780821932346	
	Differentiated Instruction for	Developing Readers			9780821932339	
	Differentiated Instruction for	Advanced Students			9780821932353	
	Mirrors & Windows British Tradition Exceeding the Standards Package				9780821943922	
	Literature & Reading				9780821943724	
	Vocabulary & Spelling				9780821943731	
	Grammar & Style				9780821943748	
	Speaking & Listening				9780821943755	
	Writing				9780821943762	
	Extension Activities				9780821943779	
	Test Practice				9780821943786	
	Special Topics				9780821943809	

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ELA/Literacy 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Mirrors & Windows Connecting with Literature Common Core State Standards Edition British Tradition (Print & Interactive Student Edition CD Package)	Various	2012	12	9780821960943	Highly Recommended as a comprehensive program 96% CCSS 100% Material Analysis
	Notes: This book consistently pre-teaches and allows post assessments for students to analyze and think critically. Easy to navigate through text. Key Features: <i>Mirrors & Windows</i> is a comprehensive literature program for grades 6-12 that meets 100% of the ELA Common Core State Standards. This seven-level series is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. Each student textbook includes 100% of the CCSS recommended range of text types. <i>Mirrors & Windows</i> challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves. Along the way, they will discover a love of literature that will grow throughout their lives. Truly, literature will turn mirrors into windows for your students. A wide range of fiction and nonfiction informational selections engage students while teaching genres, literary elements, and critical thinking skills. Key features include <ul style="list-style-type: none">• Relevant, interesting, and diverse literature selections• Mix of easy, moderate, and challenging selections• Critical thinking questions based on Bloom’s taxonomy• Cross-curricular and text-to-text connections• Comparing Literature features compares two works• Understanding Literary Criticism workshops• In-depth workshops for skills mastery					
	Mirrors & Windows British Tradition Annotated Teacher's Edition				9780821960424	
	Mirrors & Windows British Tradition eBook (6 yr license)				9780821957530	
	Mirrors & Windows British Tradition Teacher Resources DVD				9780821960875	
	Mirrors & Windows British Tradition Program Planning Guide				9780821961674	
	Mirrors & Windows British Tradition Assessment Program Guide				9780821961667	
	ETS' Criterion® Publisher's Version Online Writing Evaluation				9780821947296	
	Mirrors & Windows British Tradition Meeting the Standards Unit Resource Package				9780821961810	
	Unit 1				9780821961568	
	Unit 2				9780821961582	
	Unit 3				9780821961599	
	Unit 4				9780821961605	
	Unit 5				9780821961612	
	Unit 6				9780821961629	
	Unit 7				9780821961636	

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ELA/Literacy 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	EMC Access Edition 9-12					
	EMC Access Edition - Adventures of Huckleberry Finn by Mark Twain				9780821916391	
	EMC Access Edition - Adventures of Huckleberry Finn by Mark Twain Assessment Manual				9780821916407	
	EMC Access Edition - All Quiet on the Western Front by Erich Remarque				9780821924204	
	EMC Access Edition - All Quiet on the Western Front by Erich Remarque Assessment Manual				9780821924211	
	EMC Access Edition - Ethan Frome by Edith Wharton				9780821916490	
	EMC Access Edition - Ethan Frome by Edith Wharton Assessment Manual				9780821916506	
	EMC Access Edition - Frankenstein by Mary Shelley				9780821916438	
	EMC Access Edition - Frankenstein by Mary Shelley Assessment Manual				9780821916445	
	EMC Access Edition - Great Expectations by Charles Dickens				9780821916414	
	EMC Access Edition - Great Expectations by Charles Dickens Assessment Manual				9780821916421	
	EMC Access Edition - Hamlet by William Shakespeare				9780821916339	
	EMC Access Edition - Hamlet by William Shakespeare Assessment Manual				9780821916346	
	EMC Access Edition - Jane Eyre by Charlotte Brontë				9780821916452	
	EMC Access Edition - Jane Eyre by Charlotte Brontë Assessment Manual				9780821916469	
	EMC Access Edition - A Midsummer Night's Dream by William Shakespeare				9780821916353	
	EMC Access Edition - A Midsummer Night's Dream by William Shakespeare Assessment Manual				9780821916360	
	EMC Access Edition - My Ántonia by Willa Cather				9780821925096	
	EMC Access Edition - My Ántonia by Willa Cather Assessment Manual				9780821925102	
	EMC Access Edition - Nectar in a Sieve by Kamal Markandaya				9780821924105	
	EMC Access Edition - Nectar in a Sieve by Kamal Markandaya Assessment Manual				9780821924112	
	EMC Access Edition - Night by Elie Wiesel				9780821924181	
	EMC Access Edition - Night by Elie Wiesel Assessment Manual				9780821924198	
	EMC Access Edition - Othello, the Moor of Venice by William Shakespeare				9780821929568	
	EMC Access Edition - Othello, the Moor of Venice by William Shakespeare Assessment Manual				9780821929575	
	EMC Access Edition - Pride and Prejudice by Jane Austen				9780821916216	
	EMC Access Edition - Pride and Prejudice by Jane Austen Assessment Manual				9780821916223	
	EMC Access Edition - The Scarlet Letter by Nathaniel Hawthorne				9780821916179	
	EMC Access Edition - The Scarlet Letter by Nathaniel Hawthorne Assessment Manual				9780821916186	
	EMC Access Edition - Sister Carrie by Theodore Dreiser				9780821916476	
	EMC Access Edition - Sister Carrie by Theodore Dreiser Assessment Manual				9780821916483	
	EMC Access Edition - A Tale of Two Cities by Charles Dickens				9780821916513	
	EMC Access Edition - A Tale of Two Cities by Charles Dickens Assessment Manual				9780821917268	
	EMC Access Edition - The Tempest by William Shakespeare				9780821916193	
	EMC Access Edition - The Tempest by William Shakespeare Assessment Manual				9780821916209	
	EMC Access Edition - Their Eyes Were Watching God by Zora Neale Hurston				9780821927366	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	EMC Access Edition 9-12 CONT.					
	EMC Access Edition - Their Eyes Were Watching God by Zora Neale Hurston Assessment Manual				9780821927373	
	EMC Access Edition - Things Fall Apart by Chinua Achebe				9780821924129	
	EMC Access Edition - Things Fall Apart by Chinua Achebe Assessment Manual				9780821924136	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 9 ©2012	Carol Jago, Robert Marzano, et al	2012	9		Recommended as a comprehensive program 85% CCSS 72% Material Analysis
	Notes: Key Features: 1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction. 2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections. 3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i> , and <i>Technology Workshops</i> , are similarly structured. 4. Powerful instructional support. <i>Targeted Passages</i> , <i>Tiered Discussion Prompts</i> , scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities. 5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing. 6. Differentiated Instruction. <i>Adapted Interactive Reader</i> , <i>Adapted Interactive Reader for ELL</i> , <i>Level Up on-line Tutorials</i> , and leveled practice support embedded teaching strategies					
	Holt McDougal Literature Student Edition Grade 9				9780547618395	
	Student Edition eTextbook PDF Grade 9				9780547775869	
	Teacher's Edition Grade 9				9780547618463	
	HMD Literature and Write Source Print and Digital Bundle Grade 9 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)				9780544094277	
	HMD Literature Print and Digital plus Write Source Digital Bundle Grade 9 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)				9780544094291	
	Interactive Reader Grade 9				9780547619330	
	Adapted Interactive Reader Grade 9				9780547619477	
	ELL Adapted Interactive Reader Grade 9				9780547619613	
	Student One Stop Grade 9				9780547619934	
	WriteSmart Student CD-ROM Grade 9				9780547620145	
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 9				9780547475226	
	Interactive Online Teacher Access 7-year Access Grade 9				9780547801889	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 9 ©2012 CONT.					
	Interactive Online Teacher Access 6-year Access Grade 9				9780547616179	
	Interactive Online Teacher Access 1-year Access Grade 9				9780547616100	
	Write Source Online Teacher Subscription 6-year Access Grade 9				9780547508658	
	Common Core Resource Manager (Includes Units 1-11 and Research Unit)				9780547629094	
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)				9780547629162	
	Assessment File Diagnostic and Selection Tests Grade 9				9780547619194	
	Assessment File Unit and Benchmark Tests Grade 9				9780547619262	
	Interactive Reader Teacher's Edition Grade 9				9780547619408	
	Adapted Interactive Reader Teacher's Edition Grade 9				9780547619545	
	ELL Adapted Interactive Reader Teacher's Guide Grade 9				9780547619682	
	Teacher One Stop Grade 9				9780547620008	
	Power Notes DVD-ROM Grade 9				9780547620077	
	WriteSmart Teacher CD-ROM Grade 9				9780547620213	
	MediaSmart DVD-ROM Grade 9				9780547620282	
	Audio Anthology CD-ROM Grade 9				9780547620350	
	Adapted Interactive Reader Audio Tutor CD-ROM Grade 9				9780547620428	
	GrammarNotes DVD-ROM Grades 9-10				9780547475271	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 9				9780547650203	
	Online Essay Scoring High School 6-year Access Grades 9-12				9780547763880	
	Online Essay Scoring High School 1-year Access Grades 9-12				9780547763620	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	
	iBook via iPad/iPhone Grade 9 (To be purchased through the Apple volume purchasing program)				9780544092303	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 10 ©2012	Carol Jago, Robert Marzano, et al	2012	10		Highly Recommended as a comprehensive program 88% CCSS 100% Material Analysis	
	Notes: Key Features: 1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction. 2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections. 3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i> , and <i>Technology Workshops</i> , are similarly structured. 4. Powerful instructional support. <i>Targeted Passages</i> , <i>Tiered Discussion Prompts</i> , scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities. 5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing. 6. Differentiated Instruction. <i>Adapted Interactive Reader</i> , <i>Adapted Interactive Reader for ELL</i> , <i>Level Up on-line Tutorials</i> , and leveled practice support embedded teaching strategies.						
	Holt McDougal Literature Student Edition Grade 10						9780547618401
	Student Edition eTextbook PDF Grade 10						9780547783444
	Teacher's Edition Grade 10						9780547618470
	HMD Literature and Write Source Print and Digital Bundle Grade 10 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)						9780544094680
	HMD Literature Print and Digital plus Write Source Digital Bundle Grade 10 (Includes HMD Literature Print Student Edition, HMD Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)						9780544094093
	Interactive Reader Grade 10						9780547619347
	Adapted Interactive Reader Grade 10						9780547619484
	ELL Adapted Interactive Reader Grade 10						9780547619620
	Student One Stop Grade 10						9780547619941
	WriteSmart Student CD-ROM Grade 10						9780547620152
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 10						9780547475233
	Interactive Online Teacher Access 7-year Access Grade 10						9780547801810
	Interactive Online Teacher Access 6-year Access Grade 10						9780547616186
	Interactive Online Teacher Access 1-year Access Grade 10						9780547616117
	Write Source Online Teacher Subscription 6-year Access Grade 10						9780547508757
	Common Core Resource Manager (Includes Units 1-11 and Research Unit)						9780547629100
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)						9780547629179
	Assessment File Diagnostic and Selection Tests Grade 10						9780547619200

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal Literature Grade 10 ©2012 CONT.					
	Assessment File Unit and Benchmark Tests Grade 10				9780547619279	
	Interactive Reader Teacher's Edition Grade 10				9780547619415	
	Adapted Interactive Reader Teacher's Edition Grade 10				9780547619552	
	ELL Adapted Interactive Reader Teacher's Guide Grade 10				9780547619699	
	Teacher One Stop Grade 10				9780547620015	
	Power Notes DVD-ROM Grade 10				9780547620084	
	WriteSmart Teacher CD-ROM Grade 10				9780547620220	
	MediaSmart DVD-ROM Grade 10				9780547620299	
	Audio Anthology CD-ROM Grade 10				9780547620367	
	Adapted Interactive Reader Audio Tutor CD-ROM Grade 10				9780547620435	
	GrammarNotes DVD-ROM Grades 9-10				9780547475271	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 10				9780547650210	
	Online Essay Scoring High School 6-year Access Grades 9-12				9780547763880	
	Online Essay Scoring High School 1-year Access Grades 9-12				9780547763620	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	
	iBook via iPad/iPhone Grade 10 (<i>To be purchased through the Apple volume purchasing program</i>)				9780544092235	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Houghton Mifflin Harcourt	Holt McDougal American Literature ©2012	Carol Jago, Robert Marzano, et al	2012	11		Highly Recommended as a comprehensive program 97% CCSS 93% Material Analysis	
	<p>Notes:</p> <p>Key Features:</p> <p>1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction.</p> <p>2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections.</p> <p>3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i>, and <i>Technology Workshops</i>, are similarly structured.</p> <p>4. Powerful instructional support. <i>Targeted Passages</i>, <i>Tiered Discussion Prompts</i>, scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities.</p> <p>5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing.</p> <p>6. Differentiated Instruction. <i>Adapted Interactive Reader</i>, <i>Adapted Interactive Reader for ELL</i>, <i>Level Up on-line Tutorials</i>, and leveled practice support embedded teaching strategies.</p>						
	Holt McDougal American Literature Student Edition Grade 11						9780547618418
	Student Edition eTextbook PDF Grade 11						9780547775876
	Teacher's Edition Grade 11 American Literature						9780547618487
	HMD American Literature and Write Source Print and Digital Bundle Grade 11 (Includes HMD American Literature Print Student Edition, HMD American Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)						9780544094482
	HMD American Literature Print and Digital plus Write Source Digital Bundle Grade 11 (Includes HMD American Literature Print Student Edition, HMD American Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)						9780544094895
	Interactive Reader Grade 11 American Literature						9780547619354
	Adapted Interactive Reader Grade 11 American Literature						9780547619491
	ELL Adapted Interactive Reader Grade 11 American Literature						9780547619637
	Student One Stop Grade 11 American Literature						9780547619958
	WriteSmart Student CD-ROM Grade 11 American Literature						9780547620169
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 11						9780547475240
	Interactive Online Teacher Access 7-year Access Grade 11						9780547802411
	Interactive Online Teacher Access 6-year Access Grade 11						9780547616193
	Interactive Online Teacher Access 1-year Access Grade 11						9780547616124
	Write Source Online Teacher Subscription 6-year Access Grade 11						9780547508764
	Common Core Resource Manager (Includes Units 1-6 and Research Unit)						9780547629117
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)						9780547629186
	Assessment File Diagnostic and Selection Tests Grade 11						9780547619217

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal American Literature ©2012 CONT.					
	Assessment File Unit and Benchmark Tests Grade 11				9780547619286	
	Interactive Reader Teacher's Edition Grade 11 American Literature				9780547619422	
	Adapted Interactive Reader Teacher's Edition Grade 11 American Literature				9780547619569	
	ELL Adapted Interactive Reader Teacher's Guide Grade 11 American Literature				9780547619705	
	Teacher One Stop Grade 11 American Literature				9780547620022	
	Power Notes DVD-ROM Grade 11 American Literature				9780547620091	
	WriteSmart Teacher CD-ROM Grade 11 American Literature				9780547620237	
	MediaSmart DVD-ROM Grade 11 American Literature				9780547620305	
	Audio Anthology CD-ROM Grade 11 American Literature				9780547620374	
	GrammarNotes DVD-ROM Grades 11-12				9780547475288	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 11				9780547650166	
	Online Essay Scoring High School 6-year Access Grades 9-12				9780547763880	
	Online Essay Scoring High School 1-year Access Grades 9-12				9780547763620	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	
	iBook via iPad/iPhone Grade 11 (<i>To be purchased through the Apple volume purchasing program</i>)				9780544092259	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal British Literature ©2012	Carol Jago, Robert Marzano, et al	2012	12		Highly Recommended as a comprehensive program 92.6% CCSS 94.6% Material Analysis
	Notes: Extremely comprehensive, designed around CCSS and addresses them well. Size is intimidating. Ancillaries are excellent, but rather numerous ad choices could be overwhelming. Text includes significant amount of no-fiction, though is necessarily limited by topic (British). As far as CCSS are concerned, this is an excellent resource. Key Features: 1. High Quality Text Material. Engaging literature and informational texts instruction with appropriate text complexity, supported by beautiful visuals, provide a foundation to embrace CCSS instruction. 2. Essential Course of Study. Lists selections and activity workshops that provide <i>maximum</i> coverage of the CCSS with a <i>minimum</i> number of selections. 3. Common Core Specific Workshops: <i>Writing Workshops</i> are correlated to the Common Core State Standards for Writing, “Scoring Rubric” aligned to the CC Traits of Writing. <i>Speaking and Listening Workshop</i> , and <i>Technology Workshops</i> , are similarly structured. 4. Powerful instructional support. <i>Targeted Passages</i> , <i>Tiered Discussion Prompts</i> , scaffolded close reading activities, and text line numbers allow students to develop rigorous reading skills and strategies, sharpen text analysis skills, and text evidence citation abilities. 5. Full Research Unit. Each grade level provides a <i>complete</i> unit for Research writing. 6. Differentiated Instruction. <i>Adapted Interactive Reader</i> , <i>Adapted Interactive Reader for ELL</i> , <i>Level Up on-line Tutorials</i> , and leveled practice support embedded teaching strategies.					
	Holt McDougal British Literature Student Edition Grade 12				9780547618425	
	Student Edition eTextbook PDF Grade 12				9780547783451	
	Teacher’s Edition Grade 12 British Literature				9780547618494	
	HMD British Literature and Write Source Print and Digital Bundle Grade 12 ((Includes HMD British Literature Print Student Edition, HMD British Literature Digital Interactive Online Access 6-year Access, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)				9780544094284	
	HMD British Literature Print and Digital plus Write Source Digital Bundle Grade 12 (Includes HMD British Literature Print Student Edition, HMD British Literature Digital Interactive Online Access 6-year Access, and Write Source Digital Online Student Subscription 6-year)				9780544094796	
	Interactive Reader Grade 12 British Literature				9780547619361	
	Adapted Interactive Reader Grade 12 British Literature				9780547619507	
	ELL Adapted Interactive Reader Grade 12 British Literature				9780547619644	
	Student One Stop Grade 12 British Literature				9780547619965	
	WriteSmart Student CD-ROM Grade 12 British Literature				9780547620176	
	WordSharp Interactive Vocabulary Tutor CD-ROM Grade 12				9780547475257	
	Interactive Online Teacher Access 7-year Access Grade 12				9780547802312	
	Interactive Online Teacher Access 6-year Access Grade 12				9780547616209	
	Interactive Online Teacher Access 1-year Access Grade 12				9780547616131	
	Write Source Online Teacher Subscription 6-year Access Grade 12				9780547508801	
	Common Core Resource Manager (Includes Units 1-6 and Research Unit)				9780547629124	
	Common Core Assessment File (Includes Diagnostic & Selection Tests and Unit and Benchmark Tests)				9780547629193	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Holt McDougal British Literature ©2012 CONT.					
	Assessment File Diagnostic and Selection Tests Grade 12				9780547619224	
	Assessment File Unit and Benchmark Tests Grade 12				9780547619293	
	Interactive Reader Teacher's Edition Grade 12 British Literature				9780547619439	
	Adapted Interactive Reader Teacher's Edition Grade 12 British Literature				9780547619576	
	ELL Adapted Interactive Reader Teacher's Guide Grade 12 British Literature				9780547619712	
	Teacher One Stop Grade 12 British Literature				9780547620039	
	Power Notes DVD-ROM Grade 12 British Literature				9780547620107	
	WriteSmart Teacher CD-ROM Grade 12 British Literature				9780547620244	
	MediaSmart DVD-ROM Grade 12 British Literature				9780547620312	
	Audio Anthology CD-ROM Grade 12 British Literature				9780547620381	
	GrammarNotes DVD-ROM Grades 11-12				9780547475288	
	Professional Development for Language Arts DVD				9780547475011	
	Connections: Nonfiction for Common Core CD-ROM Grade 6-12				9780547620442	
	HMH Library Novel Selection (This product represents a choice of a HMH Library Novel at a later time - please contact your Account Executive to order your novels.)				9999999999999	
	Common Core Online Edition Selection Supplement Grade 12				9780547650227	
	Online Essay Scoring High School 6-year Access Grades 9-12				9780547763880	
	Online Essay Scoring High School 1-year Access Grades 9-12				9780547763620	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 6-year Access				9780547624631	
	ELA Common Core Solutions Online Teacher Site Grades 6-12 1-year Access				9780547615776	
	iBook via iPad/iPhone Grade 12 (<i>To be purchased through the Apple volume purchasing program</i>)				9780544092273	

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ELA/Literacy 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Horace Danner- Occoquan Books	Discover It! The Ultimate Vocabulary Builder	Horace G. Danner	2010	9-12	9781450544917	Recommended as a resource for Language only 50% CCSS-Lang. 20% Material Analysis
	Notes: Book relies heavily on memorization as a strategy for student vocabulary acquisition. More likely to appeal to advanced students at the junior or senior level. Key Features: By using Discover It!, students can learn hundreds of academic and professional words without consciously memorizing a single root. It is done through the process of inductive (or, discovery) learning, combined with immediate reinforcement, associative bonding, and in some cases, concatenation.					
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	AP Language And Composition, The Art Of Voice, Reinforced Student Edition	Gilbert H. Muller and Melissa E. Whiting	2014	AP	9780076646364	Recommended as a comprehensive AP program 92% CCSS 82% Material Analysis
	Notes: More direct instruction on writing types would be helpful. Great 3tier questions: comprehension, rhetorical analysis, and writing. Key Features: AP Language and Composition, The Art of Voice, features: <ul style="list-style-type: none">Diverse reading selectionsIntegrated and focused treatment of argumentStrong apparatus accompanies each selection to reinforce close reading and writingStrong focus on synthesisVisual rhetoric Extensive AP Teacher Manual					
	AP Language And Composition, The Art Of Voice, Teacher's Manual				9780076644872	
	AP Language And Composition Student Edition With Connect Composition 2.0, 1-Year Subscription				9780076651368	
	AP Language And Composition Student Edition With Connect Composition 2.0, 6-Year Subscription				9780076651375	
	AP Language And Composition Student Edition With Onboard, 1-Year Subscription				9780076651405	
	AP Language And Composition Student Edition With Onboard, 6-Year Subscription				9780076651412	
	AP Language And Composition Connect Composition And Onboard, 1-Year Subscription				9780076653065	
	AP Language And Composition Connect Composition And Onboard, 6-Year Subscription				9780076653072	
	AP Language And Composition Onboard, Single User, 1-Year Subscription				9780076647910	
	AP Language And Composition Onboard, Single User, 6-Year Subscription				9780076647927	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	NASTA AP Literature With Ariel CD-ROM	Robert DiYanni	2007	AP	9780073278964	Recommended as a comprehensive AP program 100% CCSS 94% Material Analysis
	Notes: Massive anthology but a convenient size to carry. Has wide variety of literature and an instructor’s manual. Consistent and challenging post-reading questions and assessments. Key Features: DiYanni’s Literature features: <ul style="list-style-type: none">Three-part approach: Experience, Interpretation, and EvaluationDiverse and balanced literature selectionsComprehensive introductions to genres and elements of literatureResearching and writing about literatureStrong coverage of critical thinking, argument and writingAP Teacher Manual ARIEL CD-ROM: features nearly 30 author features that include hyperlinks to video and audio clips, critical essays, biographies, bibliographies, essay questions, quizzes, photos and timelines					
	Instructor’s Manual				9780073256917	
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 9, Print Student Edition with PHLitOnline 6-year Digital License	Hiebert	2015	9	9780133268201	Recommended as a comprehensive program 83% CCSS 92% Material Analysis
	Notes: Key Features: Pearson Common Core Literature is designed to meet the rigors of Common Core. Its unique Instructional Model brings support around the critical shifts in literacy, emphasizing building knowledge through content rich nonfiction, reading and writing grounded in evidence, providing texts of the appropriate range of complexity and focusing on academic vocabulary. The heart of the Instructional Model is a focus on Text Sets that consist of an Anchor Text with related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 9, PHLitOnline 6-year Digital License				9780133270716	
	Pearson Literature Common Core Grade 9, Student Edition Stand Alone eText 6 -year License				9780133270792	
	Pearson Literature Common Core Grade 9, Print Student Edition WITH Writing Coach Print Student Edition Plus Writing Coach 6-year Online Access				9780133282696	
	Pearson Literature Common Core Grade 9, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282764	
	Pearson Literature Common Core Grade 9, Print Teacher Edition				9780133268300	
	Pearson Literature Common Core Grade 9, Teacher Edition Stand-Alone eText 6-year License				9780133270945	
	Pearson Literature Common Core Grade 9, Common Core Student Companion Workbook				9780133271102	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 9, Print Student Edition with PHLitOnline 6-year Digital License CONT.					
	Pearson Literature Common Core Grade 9, All-in-One Student Companion				9780133271188	
	Pearson Literature Common Core Grade 9, Close Reading Book				9780133275681	
	Pearson Literature Common Core Grade 9, Hear It! Audio CD				9780133270129	
	Pearson Literature Common Core Grade 9, ExamView Test Bank CD-ROM				9780133271522	
	Pearson Literature Common Core Grade 9, Teacher Resource CD-ROM				9780133271607	
	Pearson Literature Common Core Grade 9, Reading Kit (Consists of single print text)				9780133272468	
	Pearson Literature Common Core Grade 9, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535663	
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 10, Print Student Edition with PHLitOnline 6-year Digital License	Hiebert	2015	10	9780133268218	Recommended as a comprehensive program 79% CCSS 91% Material Analysis
	Notes: Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core. Its unique Instructional Model brings support around the critical shifts in literacy, emphasizing building knowledge through content rich nonfiction, reading and writing grounded in evidence, providing texts of the appropriate range of complexity and focusing on academic vocabulary. The heart of the Instructional Model is a focus on Text Sets that consist of an Anchor Text with related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 10, PHLitOnline 6-year Digital License				9780133270723	
	Pearson Literature Common Core Grade 10, Student Edition Stand Alone eText 6 -year License				9780133270808	
	Pearson Literature Common Core Grade 10, Print Student Edition WITH Writing Coach Print Student Edition Plus Writing Coach 6-year Online Access				9780133282702	
	Pearson Literature Common Core Grade 10, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282771	
	Pearson Literature Common Core Grade 10, Print Teacher Edition				9780133268317	
	Pearson Literature Common Core Grade 10, Teacher Edition Stand-Alone eText 6-year License				9780133270952	
	Pearson Literature Common Core Grade 10, Common Core Student Companion Workbook				9780133271119	
	Pearson Literature Common Core Grade 10, All-in-One Student Companion				9780133271195	
	Pearson Literature Common Core Grade 10, Close Reading Book				9780133275698	
	Pearson Literature Common Core Grade 10, Hear It! Audio CD				9780133270136	
	Pearson Literature Common Core Grade 10, ExamView Test Bank CD-ROM				9780133271539	
	Pearson Literature Common Core Grade 10, Teacher Resource CD-ROM				9780133271614	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 10, Print Student Edition with PHLitOnline 6-year Digital License CONT.					
	Pearson Literature Common Core Grade 10, Reading Kit (Consists of single print text)				9780133272475	
	Pearson Literature Common Core Grade 10, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535670	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 11, Print Student Edition	Hiebert	2015	11	9780133268591	Recommended as a comprehensive program 83.7% CCSS 50% Material Analysis
	Notes: Supplemental materials are necessary for writing and language to be a part of a comprehensive program. TE does not clearly connect writing tasks to each text; nor does it direct teachers to specific supplemental resources by page or task. Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core and as students move closer to college, Pearson Common Core Literature increases in text complexity, not only in the reading level but also in the range of literature — reaching across genres, cultures, and centuries. Grade 11 focuses on American literature, and Grade 12 introduces students to British literature. Each unit of Grades 11 and 12 is composed of series of text sets. Each text set presents a collection of selections that broaden students’ understanding of historical events, philosophical issues, and literary movements. The text set contains an Anchor Text and Related Readings. Text Set Workshops are provided at the conclusion of each unit. These workshops are composed of a series of performance tasks, and they prompt students to reflect on their learning and share their insights orally or in writing. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 11, Print Student Edition 2-Volume Set				9780133268577	
	Pearson Literature Common Core Grade 11, PHLitOnline 6-year Digital License				9780133270747	
	Pearson Literature Common Core Grade 11, Student Edition Stand-Alone eText 6 -year License				9780133270822	
	Pearson Literature Common Core Grade 11, Print Student Edition WITH Writing Coach Print Student Edition Plus 6-year Writing Coach Online Access				9780133282719	
	Pearson Literature Common Core Grade 11, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Writing Coach Online Access				9780133282788	
	Pearson Literature Common Core Grade 11, Print Teacher Edition 2-Volume Set				9780133268607	
	Pearson Literature Common Core Grade 11, Teacher Edition Stand-Alone eText 6-year License				9780133270969	
	Pearson Literature Common Core Grade 11, Common Core Student Companion Workbook				9780133271126	
	Pearson Literature Common Core Grade 11, All-in-One Student Companion				9780133271201	
	Pearson Literature Common Core Grade 11, Close Reading Book				9780133275704	
	Pearson Literature Common Core Grade 11, Hear It! Audio CD				9780133270143	
	Pearson Literature Common Core Grade 11, ExamView Test Bank CD-ROM				9780133271546	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 11, Print Student Edition CONT.					
	Pearson Literature Common Core Grade 11, Teacher Resource CD-ROM				9780133271621	
	Pearson Literature Common Core Grade 11, Reading Kit (Consists of single print text)				9780133272499	
	Pearson Literature Common Core Grade 11, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535694	
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 12, Student Edition	Hiebert	2015	12	9780133268560	Recommended as a comprehensive program 85% CCSS 76.7% Material Analysis
	Notes: Supplemental materials are necessary for writing and language to be a part of a comprehensive program. TE does not clearly connect writing tasks to each text; nor does it direct teachers to specific supplemental resources by page or task. Key Features: <i>Pearson Common Core Literature</i> is designed to meet the rigors of Common Core and as students move closer to college, Pearson Common Core Literature increases in text complexity, not only in the reading level but also in the range of literature — reaching across genres, cultures, and centuries. Grade 11 focuses on American literature, and Grade 12 introduces students to British literature. Each unit of Grades 11 and 12 is composed of series of text sets. Each text set presents a collection of selections that broaden students’ understanding of historical events, philosophical issues, and literary movements. The text set contains an Anchor Text and Related Readings. Text Set Workshops are provided at the conclusion of each unit. These workshops are composed of a series of performance tasks, and they prompt students to reflect on their learning and share their insights orally or in writing. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis. Additionally, an instructional focus is paid to developing students’ close reading ability to prepare them for the rigorous tasks they will experience on the upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.					
	Pearson Literature Common Core Grade 12, Student Edition 2-Volume Set				9780133268584	
	Pearson Literature Common Core Grade 12, PHLitOnline 6-year License				9780133270754	
	Pearson Literature Common Core Grade 12, Student Edition Stand-Alone eText 6 -year License				9780133270839	
	Pearson Literature Common Core Grade 12, Print Student Edition WITH Writing Coach Print Student Edition Plus 6-year Online Access				9780133282726	
	Pearson Literature Common Core Grade 12, Print Student Edition WITH Writing Coach Student Edition eText Plus 6-year Online Access				9780133282801	
	Pearson Literature Common Core Grade 12, Teacher Edition 2-Volume Set				9780133268614	
	Pearson Literature Common Core Grade 12, Teacher Edition Stand-Alone eText 6-year License				9780133270976	
	Pearson Literature Common Core Grade 12, Common Core Student Companion Workbook				9780133271133	
	Pearson Literature Common Core Grade 12, All-in-One Student Companion				9780133271218	
	Pearson Literature Common Core Grade 12, Close Reading Book				9780133275711	
	Pearson Literature Common Core Grade 12, Hear It! Audio CD				9780133270150	
	Pearson Literature Common Core Grade 12, ExamView Test Bank CD-ROM				9780133271553	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Literature Common Core Grade 12, Student Edition CONT.					
	Pearson Literature Common Core Grade 12, Teacher Resource CD-ROM				9780133271638	
	Pearson Literature Common Core Grade 12, Reading Kit (Consists of single print text)				9780133272505	
	Pearson Literature Common Core Grade 12, Media Studio (Includes: DVD, Teacher Guide & Flip Cards)				9780132535700	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Writing America, Student Edition with Pearson MyLab with eText 6-year access	Jolliffe	2014	11-12	9780132748803	Recommended as a comprehensive AP program 92% CCSS 95% Material Analysis
	<p>Notes: The color-coded units and subject headings are a strong point. The student checklists that encourage a student to slow down, think, be thorough are excellent. Be aware that the units are established and referred to in questions so if a teacher would like to not use tem it might be troublesome. The text lacks cultural diversity but maybe on purpose.</p> <p>Key Features:</p> <p>Writing America teaches students the rhetorical skills needed for AP Language while engaging them in reading and writing about timeless issues and contemporary concerns. The program is keyed directly to the AP Language & Composition outcomes, aligned with the Common Core State Standards, and fully complements the American Literature and American History courses often taught concurrently.</p> <ol style="list-style-type: none">A brief rhetoric designed to develop critical and analytical readingExtensive composition support to write forcefully, effectively, and correctlyA substantial anthology of essays, charts, and imagesCoverage from American literature and culture from the 17th century – presentRobust practice and AP test prepAn experienced author team who reveals the principals of rhetorical theory and analysis					
	Writing America, Pearson MyLab with eText 6-year access				9780133409475	
	Writing America, AP Instructor's Manual				9780133132465	
	Writing America, AP Student Test Prep and Study Guide Workbook				9780133258929	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Literature: An Intro. to Reading and Writing, Student Edition with MyLiteratureLab	Roberts	2012	11-12	9780132677875	Recommended as a comprehensive AP program 84.6% CCSS 84.6% Material Analysis
	Notes: The book has a large number of diverse selections, which are organized by genre and theme. The supplementary CD's add a new dimension by providing Power Points, tests, essay prompts and links to non-fiction materials. This selection lacks visuals. There are few illustrations and the majority of the book is written in a very small font. One of the strengths of this selection is that it asks students to do a lot of writing but, on the other hand, students do not work in groups or respond to the material in other diverse ways-projects, music, art, etc. Key Features: A rich selection of college-level literature with accessible instruction, exercises, and assessments aligned to AP English Literature and Composition outcomes. Writing about literature is fully integrated and supported by illustrative models and annotated student essays to help students improve their own writing. The program is organized by genre and provides an alternative Topical and Thematic Table of Contents to provide flexibility in pairing selections and fostering classroom collaboration and activities. The instruction is clear, accessible, and scaffolded to effectively support students in the understanding, application, and mastery of the critical thinking, reading, and writing skills they need to prepare for the AP Exam.					
	Literature: An Intro. to Reading and Writing, AP Instructor's Manual					9780132677882
	Literature: An Intro. to Reading and Writing, Art of Literature CD-ROM					9780131891036
	Literature: An Intro. to Reading and Writing, AP Student Test Prep and Study Guide					9780132708531
	Literature: An Intro. to Reading and Writing, Instructor Resource DVD					9780132730433
Scholastic Inc.	Scholastic READ 180 Next Generation Stage C with 60 Perpetual Student Licenses	Hasselbring	2012	10	9780545360111	Recommended as an intervention program 80% CCSS 93% Material Analysis
	Notes: This program successfully addresses CCSS within an intervention framework; its scaffolded reading and writing instruction is effective, employs best practices and is supported by research. Although this is an extensive program (materials) success can be achieved through core materials; teacher and student edition, software, and resources for differentiated instruction 1, 2, and 3. Key Features: <i>READ 180 Next Generation</i> is a comprehensive system of curriculum, assessment, professional development, and family engagement tools that empower everyone to contribute to reading success. Designed to meet the needs of students, in Grades 9-12, whose reading achievement is below the proficient level, the program provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and strategic grouping support for data-driven differentiation. The core components of the program have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction.					
	Scholastic READ 180 Next Generation Stage C with 30 Perpetual Student Licenses					9780545365888
	READ 180 NG Stage C rBook (consumable)					9780545318327

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Inquire High School, Student Edition, Print, softcover	Zaner-Bloser	2013	9-12	9781453108871	Recommended as a resource only
	<p>Notes: This text does not meet the ELA CCSS. This text would be most utilized in a “How to Successfully...” class possibly at the 9th grade year because it is a very primary text</p> <p>Key Features:</p> <p><i>Inquire</i> is a complete learning guide covering 21st century skills, traditional study skills, the inquiry process, and project-based instruction. The Student Handbook helps students gain the skills they need to succeed in school and in life beyond the school walls, such as</p> <ul style="list-style-type: none">• Learning Skills (critical thinking, creative thinking, collaborating, communicating),• Literacy Skills (information literacy, media literacy, technology literacy), and• Life Skills (flexibility, initiative, social skills, productivity, leadership). <p>The Teacher’s Guide provides complete support for using the Student Handbook, including lesson plans, extension activities, chapter quizzes, correlations, and hundreds of minilessons and project suggestions for using <i>Inquire</i> in social studies, science, math, and language arts. <i>Inquire Online</i> features links, bookmarks, and searchability for easy navigation; additional resources for students (links to websites, videos, and articles); and additional resources for teachers (PDFs of copy masters, an answer key for each chapter review, and the ability to send announcements and assignments to students).</p>					
	Inquire High School, Teacher Edition, Print,				9781453108888	

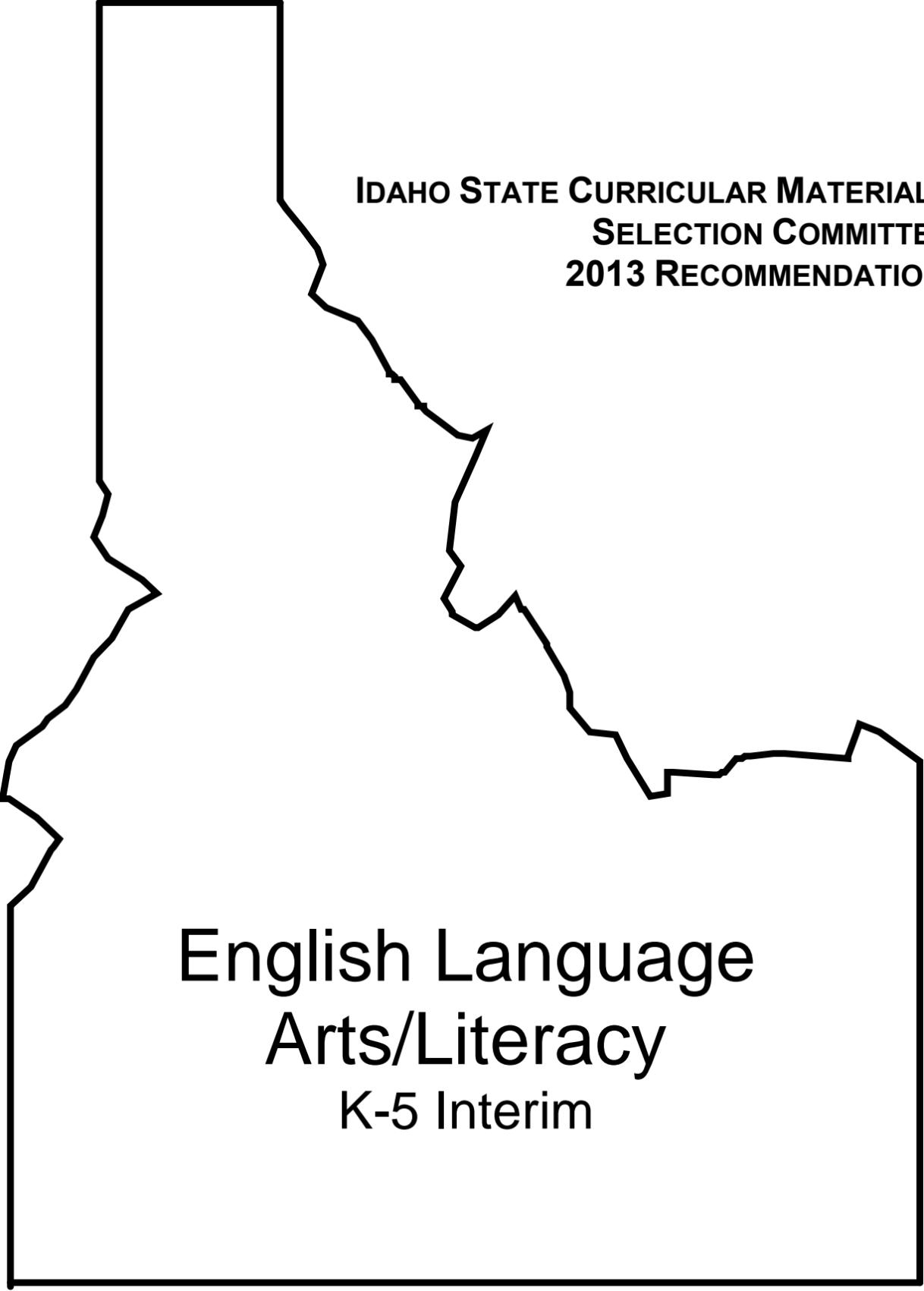
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SELECTION COMMITTEE
2013 RECOMMENDATIONS

English Language
Arts/Literacy
K-5 Interim

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ELA/Literacy K-5 Interim

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Handwriting Without Tears	My First School Book Workbook	Jan Z. Olsen, OTR	2012	PK	9781934825532	Recommended as a handwriting program 93%
	Notes: This is a basic/no frills solid handwriting letter formation program, with kinesthetic focus. There is consistent terminology throughout each year and from grade to grade. Good for remediation or OT. Much purchase wood pieces. Key Features: This activity book is for Pre-K students, age 4-5, or those working at this level. Children learn joyfully with the multisensory readiness activities in this activity book. The fun interactive lessons teach pre-writing, physical, and social-emotional skills necessary for kindergarten.				9781934825549	
	Readiness & Writing Pre-K Teacher's Guide Wrap around				9781891627422	
	Get Set For School Sing Along music CD				9781934825556	
	Pre K Color Wall Cards					
Handwriting Without Tears	Letters and Numbers For Me Workbook	Jan Z. Olsen, OTR	2013	K	9781934825563	Recommended as a handwriting program 93% 84% Material Analysis
	Notes: This is a basic/no frills solid handwriting letter formation program, with kinesthetic focus. There is consistent terminology throughout each year and from grade to grade. Good for remediation or OT. Much purchase wood pieces. Key Features: This workbook is for kindergarten students or those working at that level. Lessons teach capitals, lowercase letters, and numbers. Activities form good handwriting habits and develop strong writers. Students are engaged with music, movement, fine motor activities, and simple language for teaching. Aligned with Common Core State Standards.				9781934825570	
	Kindergarten Printing Teacher's Guide Wrap around				9781934825853	
	Kindergarten Electronic Teacher's Guide 1 year license				9781891627842	
	Rock, Rap, Tap & Learn music CD				9781934825112	
	Color Print & Number Wall Cards				9781934825525	
	Digital Teaching Tools					
Handwriting Without Tears	My Printing Book Workbook	Jan Z. Olsen, OTR	2013	1	9781934825587	Recommended as a handwriting program 100% 82% Material Analysis
	Notes: This is a basic/no frills solid handwriting letter formation program, with kinesthetic focus. There is consistent terminology throughout each year and from grade to grade. Good for remediation or OT. Much purchase wood pieces. Key Features: This workbook is for 1 st grade students or those working at that level. Lessons emphasize the correct use of lowercase letters in words and sentences. Activity pages combine handwriting instruction with other language arts lessons. Practice pages teach writing on different styles of lines.				9781934825594	
	1st Grade Printing Teacher's Guide Wrap around				9781934825860	
	1st Grade Electronic Teacher's Guide 1 year license				9781891627842	
	Rock, Rap, Tap & Learn music CD				9781934825112	
	Color Print & Number Wall Cards				9781934825525	
	Digital Teaching Tools					

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LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*		
Handwriting Without Tears	Printing Power Workbook	Jan Z. Olsen, OTR	2013	2	9781934825624	Recommended as a handwriting program 100% 89% Material Analysis		
	Notes: This is a basic/no frills solid handwriting letter formation program, with kinesthetic focus. There is consistent terminology throughout each year and from grade to grade. Good for remediation or OT. Much purchase wood pieces. Key Features: This workbook is for second grade students or those working at that level. Activity pages combine handwriting instruction with punctuation, paragraph, poem and language arts activities for practice. Learn and check helps teachers and students check letter, word and sentence skills. Practice includes writing on many styles of lined paper.							
	Printing Power Plus Workbook set				9781934825822			
	2nd Grade Printing Teacher's Guide Wrap around				9781934825631			
	2nd Grade Electronic Teacher's Guide 1 year license				9781934825877			
	Rock, Rap, Tap & Learn music CD				9781891627842			
	Color Print & Number Wall Cards				9781934825112			
	Digital Teaching Tools				9781934825525			
	Handwriting Without Tears	Cursive Handwriting Workbook	Jan Z. Olsen, OTR	2013	3		9781934825648	Recommended as a handwriting program 96% 100% Material Analysis
Notes: This program is to help students with the formation of cursive letters. There is a lot of practice and modeling. Key Features: This workbook is used by 3 rd grade students or those working at that level. Cursive Warm-Ups facilitate easy transition from printing to cursive. Portrait style workbook emphasizes practice with smaller size writing. Lesson plans incorporate letter review with words and sentences. Activity pages combine handwriting instruction with paragraph, poem, composition, and language arts activities. Writing activities align with CCSS for Language Arts.								
3rd Grade Cursive Teacher's Guide Wrap around				9781934825655				
3rd Grade Electronic Teacher's Guide 1 year license				9781934825884				
Cursive Wall Cards				9781891627156				
Digital Teaching Tools				9781934825525				
Handwriting Without Tears		Cursive Success Workbook	Jan Z. Olsen, OTR	2013	4	9781934825662	Recommended as a handwriting program 88% 93% Material Analysis	
		Notes: With the focus being purely on cursive, this is very supportive in the teaching of the standard. It is necessary to have student books for each child. Key Features: This workbook is for fourth grade students or those working at that level. The portrait style book emphasizes practice with smaller size writing. Advanced lessons feature content from multiple subject areas to encourage an integrated approach. Activity pages combine handwriting instruction with paragraph and independent writing activities to improve expository writing. Writing activities align with CCSS for Language Arts.						
	4th Grade Cursive Teacher's Guide Wrap around				9781934825679			
	4th Grade Electronic Teacher's Guide1 year license				9781934825891			
	Cursive Wall Cards				9781891627156			
	Digital Teaching Tools				9781934825525			

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LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Handwriting Without Tears	Can-Do Cursive Workbook	Jan Z. Olsen, OTR	2013	5	9781891627743	Recommended as a handwriting program 75%
	Notes: Only teaches cursive. If you only need help with cursive then it is recommended. Key Features: This workbook is for fifth grade students or older students who are still mastering or learning cursive. Activity pages combine handwriting instruction with paragraph and independent writing activities to improve expository writing. Practice pages integrate with other language arts lessons, including vocabulary and grammar activities. Writing activities align with CCSS for Language Arts.					
	Cursive Wall Cards				9781891627156	
	Digital Teaching Tools				9781934825525	
Handwriting Without Tears	Handwriting Without Tears Additional Resources- Multi-grade Level					
	Wood Pieces Set For Capital Letters			PK-K	9781891627132	
	Mat for Wood Pieces			PK-K	9781891627200	
	Laminated Capital Letter Cards			PK-K	9781891627286	
	Slate Chalkboard			PK-1	9781891627125	
	Blackboard with Double Lines			K-3	9781891627798	
	Mat Man Book Set			PK-K	9781934825600	
	Stamp and See Screen			PK	9781891627439	
	Roll-A-Dough Letters			PK	9781891627446	
	A-B-C Touch & Flip Cards			PK-K	9781934825174	
	1-2-3 Touch & Flip Cards			PK-K	9781934825181	
	Draw and Write Notebook			K-1	9781891627873	
	Writing Notebook			2-3	9781891627880	
	My Journal			4+	9781891627897	
	Wide Double Line Paper			K-1	9781891627170	
	Regular Double Line Notebook Paper			2-3	9781891627187	
	Narrow Double Line Notebook Paper			4+	9781891627194	
	Professional Development			PK-5	NA	
	Online Resources: Screener of Handwriting Proficiency-handwriting assessment tool; A+ Worksheet Maker Lite; Click-Away classroom download activities; How-To product and music videos; e-newsletters, ELL/bilingual resources; Parent/Home Connections			PK-5	NA	

2013 Committee Recommendations

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LEP K-12

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014	Shane Templeton, Irene Fountas, et al	2014	K		Recommended as a comprehensive program 80% CCSS 91% Material Analysis
	Notes: Leveled readers are critical to meeting standards for grades K-3. Key Features: 1. Designed for the Common Core State Standards. Kindergarten students are engaged in fiction and non-fiction/informational text of appropriate text complexity, close reading, classroom conversations, concepts of print, and writing response to build skills to meet the literacy demands of the Standards. 2. Comprehensive Phonemic Awareness and Phonics Strand. Daily phonemic awareness instruction builds mastery of oral skills and alphabetic principles leading to carefully sequenced phonics instruction. <i>Fast Track</i> phonics lessons for long vowels move students quickly to more challenging decodable text. 3. Gradual Release of Responsibility. Extensive modeling, systematic distributed practice, and an “I DO IT, WE DO IT, YOU DO IT” approach moves students to literacy independence. 4. Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC testing designs. Print/On-line, formative, summative, performance formats drive instruction to personalize learning needs for all students including <i>Emerging Literacy Test</i> , <i>Common Core Test Power</i> , and <i>CC ELA Exemplar and Instruction Assessment</i> . 5. Deep Intervention. Resources for Tier I, Tier II, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate promptly and effectively. 6. Comprehensive Writing Program. <i>Journeys Common Core Writing Handbook</i> features 30 weekly lessons across major CCSS writing forms and consistent practice. 7. Exceptional Reader Resources. Big Books, little books, leveled readers, decodable stories, trade books, read alouds, Interactive Whiteboards, and HMH Readers App for iPad® put the power of print into little hands in a multi-modal format.					
	Houghton Mifflin Harcourt Journeys Common Core Kindergarten Kit Complete (Includes 20 copies of Common Core Student Edition Volume 1 & Volume 2, Common Core Benchmark Tests and Unit Tests, A Journey In Songs and Rhymes Big Book, A Journey From A to Z Big Book, Common Core Big Book Set, Common Core Little Big Book Set, Read Aloud Set of 30, Common Core Instructional Card Kit, Sound Spelling/Alpha Friends Card Set, Long Vowel Sound Spelling Cards, Common Core Instructional Flip Chart Set, Common Core Grab and Go Complete Set, Common Core Lesson Snapshots, Online Common Core Student Resources 6-year)				9780547905556	
	Common Core Student Edition Volume 1 Grade K				9780547912301	
	Common Core Student Edition Volume 2 Grade K				9780547912295	
	Common Core Benchmark Tests and Unit Tests Consumable Grade K				9780547871646	
	A Journey In Songs and Rhymes Big Book Grade K				9780547135793	
	A Journey From A to Z Big Book Grade K				9780547135809	
	Common Core Big Book Set Grade K				9780547866796	
	Common Core Little Big Book Set Grade K				9780547866802	
	Read Aloud Set of 30 Grade K				9780547133874	
	Common Core Instructional Card Kit Grade K				9780547866536	
	Sound Spelling/Alpha Friends Card Set Grade K				9780547377292	
	Long Vowel Sound Spelling Cards Grade K				9780547611310	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Common Core Instructional Flip Chart Set Grade K				9780547866789	
	Common Core Grab and Go Complete Set Grade K				9780547866826	
	Common Core Lesson Snapshots Grade K				9780547938783	
	Online Common Core Student Resources 6-year Grade K				9780547940748	
	Journeys Kindergarten Kit Mixed Bundle (Includes Journeys Common Core Kindergarten Kit Complete and Write Source Digital Student Edition eBook 6-year Online Subscription (Single) Grade K)				9780544093683	
	Write Source Teacher's Edition 6-year Subscription Online Interactive eBook Grade K				9780547260785	
	Common Core Student Edition Class Set of 20 Grade K (Includes 20 copies of Student Edition Volumes 1 & 2)				9780547911120	
	Common Core Student Edition Volume 1 Grade K				9780547912301	
	Common Core Student Edition Volume 2 Grade K				9780547912295	
	Common Core Student Edition Set Grade K (Includes 1 copy each of Student Edition Volumes 1 & 2)				9780547913636	
	Common Core Student Edition Volume 1 Grade K				9780547912301	
	Common Core Student Edition Volume 2 Grade K				9780547912295	
	Common Core Teacher Edition Collection Grade K (Includes Teacher's Edition Volumes 1-6)				9780547972985	
	Teacher's Edition Volume 1 Grade K				9780547975092	
	Teacher's Edition Volume 2 Grade K				9780547975108	
	Teacher's Edition Volume 3 Grade K				9780547975351	
	Teacher's Edition Volume 4 Grade K				9780547975368	
	Teacher's Edition Volume 5 Grade K				9780547975382	
	Teacher's Edition Volume 6 Grade K				9780547975399	
	My Journeys Literacy Kit for Grade K (Includes 9 copies each of Student Edition Volumes 1 & 2, Common Core Big Book Set, Common Core Little Big Book Set, Read Aloud Set of 30, Common Core Leveled Readers Above Level Strand Set of 6, Common Core Leveled Readers On Level Strand Set of 6, Common Core Leveled Readers Below Level Strand Set of 6, Common Core Leveled Readers ELL Strand Set of 6, Common Core Vocabulary Readers Strand Set of 6, 18 Subscriptions/Entitlements to Online Common Core Student Resources 6-year)				9780547974842	
	Common Core Big Book Set Grade K (Includes 30 Big Books)				9780547866796	
	Big Book Unit 1 Book 1 Grade K - What Makes a Family?				9780547008578	
	Big Book Unit 1 Book 2 Grade K - How Do Dinosaurs Go to School?				9780547008592	
	Big Book Unit 1 Book 3 Grade K - Please, Puppy, Please				9780547008615	
	Big Book Unit 1 Book 4 Grade K - Everybody Works				9780547249728	
	Common Core Big Book Unit 1 Book 5 Grade K - The Handiest Things in the World				9780547884738	
	Big Book Unit 2 Book 6 Grade K - My Five Senses				9780547249742	
	Big Book Unit 2 Book 7 Grade K - Mice Squeak, We Speak				9780547249766	
	Big Book Unit 2 Book 8 Grade K - Move!				9780547008677	
	Big Book Unit 2 Book 9 Grade K - What Do Wheels Do All Day?				9780547008684	
	Big Book Unit 2 Book 10 Grade K - Mouse Shapes				9780547008691	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Big Book Unit 3 Book 11 Grade K - Jump into January				9780547008707	
	Big Book Unit 3 Book 12 Grade K - Snow				9780547008714	
	Common Core Big Book Unit 3 Book 13 Grade K - What Do You Do With a Tail Like This?				9780547884745	
	Big Book Unit 3 Book 14 Grade K - Turtle Splash!				9780547008738	
	Big Book Unit 3 Book 15 Grade K - What a Beautiful Sky!				9780547008745	
	Big Book Unit 4 Book 16 Grade K - What is Science?				9780547008752	
	Common Core Big Book Unit 4 Book 17 Grade K - From Caterpillar to Butterfly				9780547884752	
	Common Core Big Book Unit 4 Book 18 Grade K - Atlantic				9780547884769	
	Big Book Unit 4 Book 19 Grade K - Sheep Take a Hike				9780547249773	
	Big Book Unit 4 Book 20 Grade K - Curious George's Dinosaur Discovery				9780547008851	
	Common Core Big Book Unit 5 Book 21 Grade K - Zin! Zin! Zin! a Violin				9780547884776	
	Big Book Unit 5 Book 22 Grade K - Leo the Late Bloomer				9780547008899	
	Big Book Unit 5 Book 23 Grade K - Zinnia's Flower Garden				9780547008905	
	Big Book Unit 5 Book 24 Grade K - Chameleon, Chameleon				9780547008912	
	Big Book Unit 5 Book 25 Grade K - Pie in the Sky				9780547008936	
	Common Core Big Book Unit 6 Book 26 Grade K - Kitten's First Full Moon				9780547884783	
	Big Book Unit 6 Book 27 Grade K - One of Three				9780547008981	
	Common Core Big Book Unit 6 Book 28 Grade K - You Can Do it, Curious George!				9780547884790	
	Big Book Unit 6 Book 29 Grade K - Look at Us				9780547009001	
	Big Book Unit 6 Book 30 Grade K - Miss Bindergarten Celebrates the Last Day of Kindergarten				9780547009018	
	Common Core Little Big Book Set Grade K (Includes 30 Little Big Books)				9780547866802	
	Little Big Book Unit 1 Book 1 Grade K - What Makes A Family?				9780547009056	
	Little Big Book Unit 1 Book 2 Grade K - How Do Dinosaurs Go To School?				9780547009117	
	Little Big Book Unit 1 Book 3 Grade K - Please, Puppy, Please				9780547009124	
	Little Big Book Unit 1 Book 4 Grade K - Everybody Works				9780547263397	
	Common Core Little Big Book Unit 1 Book 5 Grade K - The Handiest Things in the World				9780547884806	
	Little Big Book Unit 2 Book 6 Grade K - My Five Senses				9780547263410	
	Little Big Book Unit 2 Book 7 Grade K - Mice Squeak, We Speak				9780547263427	
	Little Big Book Unit 2 Book 8 Grade K - Move!				9780547009230	
	Little Big Book Unit 2 Book 9 Grade K - What Do Wheels Do All Day?				9780547009261	
	Little Big Book Unit 2 Book 10 Grade K - Mouse Shapes				9780547009285	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Little Big Book Unit 3 Book 11 Grade K - Jump Into January				9780547009308	
	Little Big Book Unit 3 Book 12 Grade K - Snow				9780547009339	
	Common Core Little Big Book Unit 3 Book 13 Grade K - What Do You Do With a Tail Like This?				9780547884813	
	Little Big Book Unit 3 Book 14 Grade K - Turtle Splash!				9780547009384	
	Little Big Book Unit 3 Book 15 Grade K - What a Beautiful Sky!				9780547009391	
	Little Big Book Unit 4 Book 16 Grade K - What Is Science?				9780547009346	
	Common Core Little Big Book Unit 4 Book 17 Grade K - From Caterpillar to Butterfly				9780547884820	
	Common Core Little Big Book Unit 4 Book 18 Grade K - Atlantic				9780547884837	
	Little Big Book Unit 4 Book 19 Grade K - Sheep Take a Hike				9780547263434	
	Little Big Book Unit 4 Book 20 Grade K - Curious George's Dinosaur Discovery				9780547009438	
	Common Core Little Big Book Unit 5 Book 21 Grade K - Zin! Zin! Zin! a Violin				9780547884851	
	Little Big Book Unit 5 Book 22 Grade K - Leo The Late Bloomer				9780547009483	
	Little Big Book Unit 5 Book 23 Grade K - Zinnia's Flower Garden				9780547009506	
	Little Big Book Unit 5 Book 24 Grade K - Chameleon, Chameleon				9780547009315	
	Little Big Book Unit 5 Book 25 Grade K - Pie In The Sky				9780547009513	
	Common Core Little Big Book Unit 6 Book 26 Grade K - Kitten's First Full Moon				9780547884868	
	Little Big Book Unit 6 Book 27 Grade K - One Of Three				9780547009490	
	Common Core Little Big Book Unit 6 Book 28 Grade K - You Can Do it, Curious George!				9780547884875	
	Little Big Book Unit 6 Book 29 Grade K - Look at Us				9780547009551	
	Little Big Book Unit 6 Book 30 Grade K - Miss Bindergarten Celebrates The Last Day Of Kindergarten				9780547068329	
	A Journey In Songs and Rhymes Big Book Grade K				9780547135793	
	A Journey From A to Z Big Book Grade K				9780547135809	
	Read Aloud Set of 30 Grade K (Includes 30 Read Aloud Books)				9780547133874	
	Read Aloud Unit 1 Book 1 Grade K - Building with Dad				9780547010151	
	Read Aloud Unit 1 Book 2 Grade K - Friends at School				9780547010175	
	Read Aloud Unit 1 Book 3 Grade K - I Have a Pet!				9780547010144	
	Read Aloud Unit 1 Book 4 Grade K - Pizza at Sally's				9780547010205	
	Read Aloud Unit 1 Book 5 Grade K - The Little Red Hen				9780547010182	
	Read Aloud Unit 2 Book 6 Grade K - Listen, Listen				9780547010229	
	Read Aloud Unit 2 Book 7 Grade K - Amelia's Show and Tell				9780547010212	
	Read Aloud Unit 2 Book 8 Grade K - Jonathan and His Mommy				9780547010243	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Read Aloud Unit 2 Book 9 Grade K - Good Morning, Digger				9780547010236	
	Read Aloud Unit 2 Book 10 Grade K - David's Drawings				9780547010267	
	Read Aloud Unit 3 Book 11 Grade K - Every Season				9780547010281	
	Read Aloud Unit 3 Book 12 Grade K - Storm is Coming!				9780547010298	
	Read Aloud Unit 3 Book 13 Grade K - A Zebra's World				9780547010304	
	Read Aloud Unit 3 Book 14 Grade K - Home for a Tiger, Home for a Bear				9780547010137	
	Read Aloud Unit 3 Book 15 Grade K - How Many Stars in the Sky?				9780547010311	
	Read Aloud Unit 4 Book 16 Grade K - Dear Mr. Blueberry				9780547010342	
	Read Aloud Unit 4 Book 17 Grade K - It Is the Wind				9780547010335	
	Read Aloud Unit 4 Book 18 Grade K - One-Dog Canoe				9780547010366	
	Read Aloud Unit 4 Book 19 Grade K - Nicky and the Rainy Day				9780547010328	
	Read Aloud Unit 4 Book 20 Grade K - Duck & Goose				9780547010373	
	Read Aloud Unit 5 Book 21 Grade K - Simon and Molly plus Hester				9780547010359	
	Read Aloud Unit 5 Book 22 Grade K - A Tiger Grows Up				9780547010380	
	Read Aloud Unit 5 Book 23 Grade K - Oscar and the Frog				9780547010403	
	Read Aloud Unit 5 Book 24 Grade K - Red Eyes or Blue Feathers				9780547010397	
	Read Aloud Unit 5 Book 25 Grade K - Bread Comes to Life				9780547010427	
	Read Aloud Unit 6 Book 26 Grade K - Curious George Makes Pancakes				9780547010441	
	Read Aloud Unit 6 Book 27 Grade K - Someone Bigger				9780547010434	
	Read Aloud Unit 6 Book 28 Grade K - The Little Engine That Could				9780547010458	
	Read Aloud Unit 6 Book 29 Grade K - Baby Brains				9780547010465	
	Read Aloud Unit 6 Book 30 Grade K - Pet Show!				9780547010472	
	Language and Literacy Guide Grade K				9780547866451	
	Sound Spelling/Alpha Friends Card Set Grade K (Includes Sound-Spelling Cards, Alphafriends Audio CD, Alphafriends Cards Large)				9780547377292	
	Sound-Spelling Cards Grade K				9780547246369	
	Alphafriends Audio CD Grade K				9780547138633	
	Alphafriends Cards Large Grade K				9780547138770	
	Common Core Instructional Card Kit Grade K (Includes Common Core High-Frequency Word Cards, Common Core Vocabulary In Context Cards, Common Core Retelling Cards, Letter, Word, Picture Cards, Punctuation Cards)				9780547866536	
	Common Core High-Frequency Word Cards Grade K				9780547866543	
	Common Core Vocabulary In Context Cards Grade K				9780547866550	
	Common Core Retelling Cards Grade K				9780547866574	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Letter, Word, Picture Cards Grade K				9780547246499	
	Punctuation Cards Grade K				9780547389417	
	Common Core Language Support Cards Grade K				9780547897790	
	Common Core Writing Handbook Student Grade K				9780547864556	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade K				9780547865966	
	Parent-Teacher Book Grade K - My Journey Home, Family Connection				9780547928913	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade K				9780547940830	
	Common Core Reader's Notebook Consumable Collection Grade K (Includes Common Core Reader's Notebook Consumable Volumes 1 & 2)				9780547863320	
	Common Core Reader's Notebook Consumable Volume 1 Grade K				9780547860718	
	Common Core Reader's Notebook Consumable Volume 2 Grade K				9780547860596	
	Common Core Reader's Notebook Teacher's Edition Grade K				9780547860787	
	Common Core Progress Monitoring Assessments Grade K				9780547874258	
	Common Core Intervention Teacher Resources Grade K				9780547874241	
	Emerging Literacy Test Grades K-1				9780547874319	
	Common Core Benchmark Tests and Unit Tests Consumable Grade K				9780547871646	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade K				9780547872346	
	Common Core Instructional Flip Chart Set Grade K (Includes Charts A-C)				9780547866789	
	Common Core Instructional Flip Chart Chart A Grade K				9780547894911	
	Common Core Instructional Flip Chart Chart B Grade K				9780547893242	
	Common Core Instructional Flip Chart Chart C Grade K				9780547894133	
	Common Core Lesson Snapshots Grade K				9780547938783	
	Curious About Words Kit Grade K (Includes Read Aloud Book Volumes 1 & 2 and Teacher's Manual)				9780547327716	
	Curious About Words Read Aloud Book Volume 1 Grade K				9780547327372	
	Curious About Words Read Aloud Book Volume 2 Grade K				9780547327389	
	Curious About Words Teacher's Manual Grade K				9780547327464	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Common Core Teacher One-Stop DVD with ExamView Grade K				9780547928807	
	Common Core Grab and Go Complete Set Grade K (Includes Lesson Booklets, Assessment Booklet, and Additional Resources)				9780547866826	
	Grab-and-Go 30 Lesson Booklets Grade K				9780547897776	
	Grab-and-Go Assessment Booklet Grade K				9780547893594	
	Grab-and-Go Additional Resources Grade K				9780547893693	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Guided Collection 1				9780547361253	
	Guided Collection 2				9780547361352	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade K (Includes Above Level Strand Set of 6, On Level Strand Set of 6, Below Level Strand Set of 6, ELL Strand Set of 6, Vocab Readers Strand Set of 6)				9780547905716	
	Common Core Grade Level Complete Set of 1 Grade K (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, Vocabulary Strand Set of 1)				9780547905433	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade K (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, and Vocabulary Readers Strand Set of 1)				9780547905990	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade K				9780547903460	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade K				9780547899336	
	Common Core Teacher's Guide Strand Set Above Level Grade K				9780547904986	
	Common Core Leveled Readers On Level Strand Set of 6 Grade K				9780547903767	
	Common Core Leveled Readers On Level Strand Set of 1 Grade K				9780547900438	
	Common Core Teacher's Guide Strand Set On Level Grade K				9780547905174	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade K				9780547903705	
	Common Core Leveled Readers Below Level Strand Set of 1 Grade K				9780547899237	
	Common Core Teacher's Guide Strand Set Below Level Grade K				9780547905167	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Common Core Leveled Readers ELL Strand Set of 6 Grade K				9780547903842	
	Common Core Leveled Readers ELL Strand Set of 1 Grade K				9780547900339	
	Common Core Teacher's Guide Strand Set ELL Level Grade K				9780547905181	
	Common Core Vocabulary Readers Strand Set of 6 Grade K				9780547903927	
	Common Core Vocabulary Readers Strand Set of 1 Grade K				9780547899640	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Level Grade K				9780547905198	
	Online Common Core Student Resources 6-year Grade K				9780547940748	
	Online Common Core Student Resources 1-year Grade K				9780547941424	
	Online Teacher Resource Kit 6-year Grade K				9780547976600	
	Online Teacher Resource Kit 1-year Grade K				9780547978000	
	Common Core Student Edition eTextbook ePub 6-year Grade K				9780547938707	
	Common Core Student Edition eTextbook ePub 1-year Grade K				9780544050549	
	Common Core Teacher Edition eTextbook ePub 6-year Grade K				9780547938776	
	Common Core Teacher Edition eTextbook ePub 1-year Grade K				9780544065727	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 6-year Grade K (Includes 6-year subscription to Vocabulary in Context, Alphafriends, and Sound Spelling Cards)				9780547955100	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 1-year Grade K (Includes 1-year subscription to Vocabulary in Context, Alphafriends, and Sound Spelling Cards)				9780544127586	
	Online Common Core Leveled Readers 6-year Grade K				9780547896229	
	Online Common Core Leveled Readers 1-year Grade K				9780547998800	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade K				9780547896298	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade K-1				9780544043046	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade K-1				9780544083936	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1				9780544025158	
	Common Core Focus Wall Poster Grade K				9780547928821	
	Common Core Literacy Center Flip Chart Set Grade K (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, Word Study Flip Chart)				9780547866819	
	Literacy Center Comprehension and Fluency Flip Chart Grade K				9780547897004	
	Literacy Center Think and Write Flip Chart Grade K				9780547897608	
	Literacy Center Word Study Flip Chart Grade K				9780547897684	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	eText Leveled Reader Grade Level Set Grade K (Includes eText Leveled Reader Below Level Set, eText Leveled Reader On Level Set, eText Leveled Reader Above Level Set, eText Leveled Reader ELL Level Set, eText Leveled Reader Vocabulary Level Set)				9780544053052	
	eText Leveled Reader Below Level Set Grade K				9780544053175	
	eText Leveled Reader On Level Set Grade K				9780544053182	
	eText Leveled Reader Above Level Set Grade K				9780544053199	
	eText Leveled Reader ELL Level Set Grade K				9780544053205	
	eText Leveled Reader Vocabulary Level Set Grade K				9780544053212	
	eText Guided Reading Guided Collection 1=A(1)				9780544047143	
	eText Guided Reading Guided Collection 2=A(2)				9780544047150	
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	
	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade K				9780544085626	
	Journeys and Earobics Print & Digital Complete K Kit 6-year (Includes Journeys Common Core Kindergarten Kit Complete, Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544158979	
	Journeys and Earobics Print & Digital Complete K Kit 1-year (Includes Journeys Common Core Kindergarten Kit Complete, Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544158948	
	Journeys and Earobics Digital Premium Student Bundle 6-year Grade K (Includes Journeys Online Common Core Student Resources 6-year and Earobics Online Student Access 6-year)				9780544165397	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade K ©2014 CONT.					
	Journeys and Earobics Digital Premium Student Bundle 1-year Grade K (Includes Journeys Online Common Core Student Resources 1-year Grade K and Earobics Online Student Access 1-year)				9780544165472	
	easyCBM (per year)				9780544204010	
	Houghton Mifflin Harcourt International Handwriting Student Edition Grade K				9780547626703	
	Houghton Mifflin Harcourt International Handwriting Teacher Edition Grade K				9780547626635	
	Houghton Mifflin Harcourt International Handwriting Handwriting Posters Grade K				9780547626772	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1 ©2014	Shane Templeton, Irene Fountas, et al	2014	1		Recommended as a comprehensive program 83% CCSS 93% Material Analysis
Notes: Leveled readers are critical to meeting standards for grades K-3. Key Features: 1. Designed for the Common Core State Standards. Student Books, anchor texts and connected reading resources deliver a balance of engaging fiction and non-fiction/informational text while providing appropriate text complexity to meet the rigorous close reading demands of the Standards. 2. Completely supports the 5 key areas of reading. Systematic, spiraled instruction, appropriate practice, and varied resources of print and technology provide comprehensive coverage of foundational reading skills and strategies. 3. All-In-One Student Book. In addition to award-winning text, Journeys Student Books feature full lessons on Vocabulary, Comprehension, Grammar and Writing to meet Idaho Content and Common Core State Standards. 4. Comprehensive Writing Program. Journeys Common Core features the 6 major CCSS writing forms, Trait Writing, Writing Process and consistent application. 5. Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC constructed and selected response testing designs. Print/On-line, formative, summative, performance formats, <i>Common Core Test Power</i> , and <i>CC ELA Exemplar and Instruction Assessment</i> drive instruction to personalize learning needs for all students. 6. Deep Intervention. Tier I Resources, Tier II Write-In Reader, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate effectively. 7. Exceptional small group instruction. Irene Fountas, Consulting Author, monitored the leveling of 1000+ Leveled Readers and developed 8-page teaching plans for each title.						
Houghton Mifflin Harcourt Journeys Premium Common Core Student Package Grade 1 (Includes Common Core Student Edition Volumes 1-6, From Seed to Pumpkin Trade Book, Amazing Whales! Trade Book, Owl At Home Trade Book)				9780547913070		
Common Core Student Edition Volume 1 Grade 1				9780547885377		
Common Core Student Edition Volume 2 Grade 1				9780547885384		
Common Core Student Edition Volume 3 Grade 1				9780547885391		
Common Core Student Edition Volume 4 Grade 1				9780547885414		
Common Core Student Edition Volume 5 Grade 1				9780547885421		
Common Core Student Edition Volume 6 Grade 1				9780547885452		
Common Core Trade Book Grade 1 Unit 2 - From Seed to Pumpkin				9780544102804		
Common Core Trade Book Grade 1 Unit 4 - Amazing Whales!				9780544102798		
Common Core Trade Book Grade 1 Unit 6 - Owl at Home				9780544102675		

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1 ©2014 CONT.					
	Journeys and Write Source Print and Digital Bundle Grade 1 (Includes Journeys Print Common Core Student Edition Volumes 1-6, From Seed to Pumpkin Trade Book, Amazing Whales! Trade Book, Owl at Home Trade book, Journeys Digital Online Common Core Student Edition 6-year, Write Source Print Student Edition Hardcover, Write Source Digital Online Student Subscription 6-year)				9780544093522	
	Journeys Print and Digital plus Write Source Digital Bundle Grade 1(Includes Journeys Print Common Core Student Edition Volumes 1-6, From Seed to Pumpkin Trade Book, Amazing Whales! Trade Book, Owl at Home Trade Book, Journeys Digital Online Common Core Student Edition 6-year, Write Source Digital Online Student Subscription 6-year)				9780544093607	
	Common Core Student Edition Set Grade 1 (Includes Common Core Student Editions Volumes 1-6)				9780547885001	
	Common Core Student Edition Volume 1 Grade 1				9780547885377	
	Common Core Student Edition Volume 2 Grade 1				9780547885384	
	Common Core Student Edition Volume 3 Grade 1				9780547885391	
	Common Core Student Edition Volume 4 Grade 1				9780547885414	
	Common Core Student Edition Volume 5 Grade 1				9780547885421	
	Common Core Student Edition Volume 6 Grade 1				9780547885452	
	Common Core Student Edition Set of 25 Grade 1 (Includes 25 copies of the Common Core Student Edition Volumes 1-6)				9780547911021	
	Common Core Teacher Edition Collection Grade 1 (Includes Teacher's Editions Volumes 1-6)				9780547972879	
	Teacher's Edition Volume 1 Grade 1				9780547975405	
	Teacher's Edition Volume 2 Grade 1				9780547975412	
	Teacher's Edition Volume 3 Grade 1				9780547975436	
	Teacher's Edition Volume 4 Grade 1				9780547975467	
	Teacher's Edition Volume 5 Grade 1				9780547975481	
	Teacher's Edition Volume 6 Grade 1				9780547975498	
	My Journeys Literacy Kit For Grade 1 (Includes 11 copies each of Student Editions Volumes 1-6, 6 copies of From Seed to Pumpkin Trade Book, 6 copies of Amazing Whales! Trade Book, 6 copies of Owl At Home Trade Book, 11 copies each of Common Core Decodable Reader Volumes 1-6, Big Book Set, Common Core Leveled Readers Above Level Strand Set of 6, Common Core Leveled Readers On Level Strand Set of 6, Common Core Leveled Readers Below Level Strand Set of 6, Common Core Leveled Readers ELL Strand Set of 6, Common Core Vocabulary Readers Strand Set of 6, 22 Subscriptions/Entitlements for Online Common Core Student Resources 6-year)				9780547974859	
	Language and Literacy Guide Grade 1				9780547866468	
	Sound-Spelling Cards Grades 1-3				9780547246376	
	Common Core Instructional Card Kit (Includes High-Frequency Word Cards Vocabulary In Context Cards, Retelling Cards, Letter, Word, Picture Cards Grades 1-3, Punctuation Cards Grades 1-2)				9780547866581	
	Common Core High-Frequency Word Cards Grade 1				9780547866598	
	Common Core Vocabulary In Context Cards Grade 1				9780547866604	
	Common Core Retelling Cards Grade 1				9780547866611	
	Letter, Word, Picture Cards Grades 1-3				9780547246505	
	Punctuation Cards Grades 1-2				9780547389448	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1 ©2014 CONT.					
	Common Core Language Support Cards Grade 1				9780547897806	
	Common Core Writing Handbook Student Grade 1				9780547864471	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade 1				9780547865867	
	Family Connection Book Grade 1 - My Journey Home				9780547928920	
	Common Core Decodable Reader (Set of 6) Grade 1 (Includes 6 copies each of Common Core Decodable Readers Units 1-6)				9780547866857	
	Common Core Decodable Reader Unit 1 Grade 1				9780547866864	
	Common Core Decodable Reader Unit 2 Grade 1				9780547866895	
	Common Core Decodable Reader Unit 3 Grade 1				9780547866901	
	Common Core Decodable Reader Unit 4 Grade 1				9780547866918	
	Common Core Decodable Reader Unit 5 Grade 1				9780547866925	
	Common Core Decodable Reader Unit 6 Grade 1				9780547866932	
	Common Core Decodable Reader (Set of 1) Grade 1 (Includes 1 copy each of Common Core Decodable Readers Units 1-6)				9780547866840	
	Common Core Decodable Reader Blackline Master Unit 1 Grade 1				9780547874081	
	Common Core Decodable Reader Blackline Master Unit 2 Grade 1				9780547874098	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade 1				9780547941721	
	Common Core Reader's Notebook Consumable Collection Grade 1 (Includes Consumable Reader's Notebook Volumes 1 & 2)				9780547860701	
	Common Core Reader's Notebook Consumable Volume 1 Grade 1				9780547860602	
	Common Core Reader's Notebook Consumable Volume 2 Grade 1				9780547860619	
	Common Core Reader's Notebook Teacher's Edition Grade 1				9780547860725	
	Big Book Set Grade 1 (Includes 1 copy each of the following titles: My Colors My World, Chuck's Truck, The Secret, A Cake All for Me!, Vulture View, Beetle Bop, A Huge Hog is a Big Pig, Up Down and Around, Karate Hour)				9780547170046	
	Big Book Unit 1 Book 1 Grade 1 - My Colors, My World				9780547170183	
	Big Book Unit 1 Book 2 Grade 1 - Chuck's Truck				9780547170312	
	Big Book Unit 2 Book 1 Grade 1 - The Secret				9780547170329	
	Big Book Unit 2 Book 2 Grade 1 - A Cake All for Me!				9780547170367	
	Big Book Unit 3 Book 1 Grade 1 - Vulture View				9780547170343	
	Big Book Unit 3 Book 2 Grade 1 - Beetle Bop				9780547170374	
	Big Book Unit 4 Grade 1 - A Huge Hog Is a Big Pig				9780547170350	
	Big Book Unit 5 Grade 1 - Up, Down, and Around				9780547170381	
	Big Book Unit 6 Grade 1 - Karate Hour				9780547170442	
	Back To School Big Book 1 Grade 1 - Jack's Talent				9780547170039	
	Back To School Big Book 2 Grade 1 - Back to School				9780547170060	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1©2014 CONT.					
	Common Core Write-in Reader 6-Pack Grade 1 (Includes 6 copies each of Write-In Reader Volumes 1 & 2)				9780547874135	
	Common Core Write-in Reader Volume 1 Grade 1				9780547874180	
	Common Core Write-in Reader Volume 2 Grade 1				9780547874197	
	Common Core Progress Monitoring Assessments Grade 1				9780547874265	
	Emerging Literacy Test Grades K-1				9780547874319	
	Common Core Benchmark Tests and Unit Tests Consumable Grade 1				9780547871585	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade 1				9780547873947	
	Diagnostic Reading Assessment Grades 1-6				9780547884677	
	Cold Reads Grade 1				9780547893884	
	Curious About Words Kit Grade 1 (Includes Read Aloud Book Volumes 1 & 2 and Teacher Manual)				9780547327747	
	Curious About Words Read Aloud Book Volume 1 Grade 1				9780547327396	
	Curious About Words Read Aloud Book Volume 2 Grade 1				9780547327402	
	Curious About Words Teacher Manual Grade 1				9780547327471	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade K-1				9780544043046	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade K-1				9780544083936	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade K-1				9780544025158	
	Common Core Focus Wall Poster Grade 1				9780547928562	
	Common Core Literacy Center Flip Chart Set Grade 1 (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, Word Study Flip Chart)				9780547909950	
	Literacy Center Comprehension and Fluency Flip Chart Grade 1				9780547897523	
	Literacy Center Think and Write Flip Chart Grade 1				9780547897615	
	Literacy Center Word Study Flip Chart Grade 1				9780547897691	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	Reading Tool Kit Grades 1-3 (Includes Magnetic Letter Tile Kit Levels 1-3, Blackline Master Complete Binder Levels K-5, Complete Lesson Binder Levels K-5, Phonemic Awareness Flip Chart Levels K-5, Phonics Flip Chart Levels K-5, Comprehension Flip Chart Levels K-5, Vocabulary Flip Chart Levels K-5, Fluency Flip Chart Levels K-5)				9780547327211	
	Common Core Trade Book Grade 1 Unit 2 - From Seed to Pumpkin				9780544102804	
	Common Core Trade Book Grade 1 Unit 4 - Amazing Whales!				9780544102798	
	Common Core Trade Book Grade 1 Unit 6 - Owl at Home				9780544102675	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1 ©2014 CONT.					
	Common Core Teacher One-Stop DVD with ExamView Grade 1				9780547928814	
	Common Core Grab and Go Complete Set Grade 1 (Includes 30 Lesson Booklets, Assessment Booklet, and Additional Resources)				9780547908656	
	Grab-and-Go 30 Lesson Booklets Grade 1				9780547893518	
	Grab-and-Go Assessment Booklet Grade 1				9780547893617	
	Grab-and-Go Additional Resources Grade 1				9780547893709	
	Guided Collection 1				9780547361253	
	Guided Collection 2				9780547361352	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade 1 (Includes Above Level Strand Set of 6, On Level Strand Set of 6, Below Level Strand Set of 6, ELL Strand Set of 6, Vocab Readers Strand Set of 6)				9780547904917	
	Common Core Grade Level Complete Set of 1 Grade 1 (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, and Vocabulary Set of 1)				9780547905822	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade 1 (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, and Vocabulary Readers Strand Set of 1)				9780547906331	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade 1				9780547903484	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade 1				9780547899541	
	Common Core Teacher's Guide Strand Set Above Level Grade 1				9780547905211	
	Common Core Leveled Readers On Level Strand Set of 6 Grade 1				9780547903774	
	Common Core Leveled Readers On Level Strand Set of 1 Grade 1				9780547899473	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 1 ©2014 CONT.					
	Common Core Teacher's Guide Strand Set On Level Grade 1				9780547905259	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade 1				9780547903712	
	Common Core Leveled Readers Below Level Strand Set of 1 Grade 1				9780547899442	
	Common Core Teacher's Guide Strand Set Below Level Grade 1				9780547905228	
	Common Core Leveled Readers ELL Strand Set of 6 Grade 1				9780547903859	
	Common Core Leveled Readers ELL Strand Set of 1 Grade 1				9780547899374	
	Common Core Teacher's Guide Strand Set ELL Level Grade 1				9780547905266	
	Common Core Vocabulary Readers Strand Set of 6 Grade 1				9780547903934	
	Common Core Vocabulary Readers Strand Set of 1 Grade 1				9780547899275	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Level Grade 1				9780547905273	
	Online Common Core Student Resources 6-year Grade 1				9780547940755	
	Online Common Core Student Resources 1-year Grade 1				9780547941431	
	Online Teacher Resource Kit 6-year Grade 1				9780547977201	
	Online Teacher Resource Kit 1-year Grade 1				9780547978161	
	Write Source Online Teacher Subscription 6-year Grade 1				9780547508818	
	Common Core Student Edition eTextbook ePub 6-year Grade 1				9780547933726	
	Common Core Student Edition eTextbook ePub 1-year Grade 1				9780544047082	
	Common Core Teacher Edition eTextbook ePub 6-year Grade 1				9780547933658	
	Common Core Teacher Edition eTextbook ePub 1-year Grade 1				9780544065550	
	Online Common Core Leveled Readers Student 6-year Grade 1				9780547896168	
	Online Common Core Leveled Readers Student 1-year Grade 1				9780547955797	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 6-year Grade 1 (Includes 6-year subscription to Vocabulary in Context Grade 1 and Sound Spelling Cards Grades 1-3)				9780547955711	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 1-year Grade 1 (Includes 1-year subscription to Vocabulary in Context Grade 1 and Sound Spelling Cards Grades 1-3)				9780544127548	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade 1				9780547896236	
	eText Leveled Reader Grade Level Set Grade 1 (Includes eText Leveled Reader Below Level Set, eText Leveled Reader On Level Set, eText Leveled Reader Above Level Set, eText Leveled Reader ELL Level Set, eText Leveled Reader Vocabulary Level Set)				9780544053069	
	eText Leveled Reader Below Level Set Grade 1				9780544053229	
	eText Leveled Reader On Level Set Grade 1				9780544053250	
	eText Leveled Reader Above Level Set Grade 1				9780544053267	
	eText Leveled Reader ELL Level Set Grade 1				9780544053274	
	eText Leveled Reader Vocabulary Level Set Grade 1				9780544053281	

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	eText Guided Reading Guided Collection 2=A(2)				9780544047150	
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	
	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade 1				9780544084520	
	Journeys and Earobics Print & Digital Premium Student Bundle 6-year Grade 1 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544159006	
	Journeys and Earobics Print & Digital Premium Student Bundle 1-year Grade 1 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544158986	
	Journeys and Earobics Digital Premium Student Bundle 6-year Grade 1 (Includes Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544165410	
	Journeys and Earobics Digital Premium Student Bundle 1-year Grade 1 (Includes Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544165403	
	easyCBM (per year)				9780544204010	
	Common Core Weekly Assessments Grade 1				9780544227460	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, continuous stroke) Level 1				9780618491926	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, ball & stick) Level 1				9780618473502	
	Houghton Mifflin Spelling and Vocabulary Teacher's Edition Level 1				9780618473519	
	Houghton Mifflin Spelling and Vocabulary Sound Spelling Cards Levels 1-2				9780618162789	
	Houghton Mifflin Spelling and Vocabulary ELL Support Booklet & Audio CD Level 1				9780618592333	

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	Houghton Mifflin Spelling and Vocabulary Test Generator CD-ROM and User's Guide Level 1				9780618592272	
	Houghton Mifflin Spelling and Vocabulary Lesson Planner & TR CD-ROM w/ Booklet Level 1				9780618587339	
	Houghton Mifflin Spelling and Vocabulary Word Sort Cards Level 1				9780618587254	
	Houghton Mifflin Spelling and Vocabulary Overhead Transparencies & BLM Level 1				9780618576272	
	Houghton Mifflin Spelling and Vocabulary Word Power: Daily Vocabulary Enrichment Level 1				9780618576159	
	Houghton Mifflin Spelling and Vocabulary Teacher Resource Book Level 1				9780618492145	
	Houghton Mifflin Spelling and Vocabulary Test Blackline Masters Level 1				9780618576210	
	Houghton Mifflin Harcourt International Handwriting Student Edition Grade 1				9780547626710	
	Houghton Mifflin Harcourt International Handwriting Teacher Edition Grade 1				9780547626642	
	Houghton Mifflin Harcourt International Handwriting Handwriting Posters Grade 1				9780547626789	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014	Shane Templeton, Irene Fountas, et al	2014	2		Recommended as a comprehensive program 88% CCSS 93% Material Analysis
	Notes: Leveled readers are critical to meeting standards for grades K-3. Key Features: 1. Designed for the Common Core State Standards. Student Books, anchor texts and connected reading resources deliver a balance of engaging fiction and non-fiction/informational text while providing appropriate text complexity to meet the rigorous close reading demands of the Standards. 2. Completely supports the 5 key areas of reading. Systematic, spiraled instruction, appropriate practice, and varied resources of print and technology provide comprehensive coverage of foundational reading skills and strategies. 3. All-In-One Student Book. In addition to award-winning text, Journeys Student Books feature full lessons on Vocabulary, Comprehension, Grammar and Writing to meet Idaho Content and Common Core State Standards. 4. Comprehensive Writing Program. Journeys Common Core features the 6 major CCSS writing forms, Trait Writing, Writing Process and consistent application. 5. Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC constructed and selected response testing designs. Print/On-line, formative, summative, performance formats, <i>Common Core Test Power</i> , and <i>CC ELA Exemplar and Instruction Assessment</i> drive instruction to personalize learning needs for all students. 6. Deep Intervention. Tier I Resources, Tier II Write-In Reader, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate effectively. 7. Exceptional small group instruction. Irene Fountas, Consulting Author, monitored the leveling of 1000+ Leveled Readers and developed 8-page teaching plans for each title.					
	Houghton Mifflin Harcourt Journeys Premium Common Core Student Package Grade 2 (Includes Common Core Student Edition Volumes 1 & 2, Poppleton In Winter Trade Book, Where Do Polar Bears Live? Trade Book, Exploring Space Travel Trade Book)				9780547910161	
	Common Core Student Edition Volume 1 Grade 2				9780547885476	
	Common Core Student Edition Volume 2 Grade 2				9780547885483	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	Common Core Trade Book Grade 2 Unit 2 - Poppleton in Winter				9780544102637	
	Common Core Trade Book Grade 2 Unit 4 - Where Do Polar Bears Live?				9780544102828	
	Trade Book Unit 6 On Level Grade 2 - Exploring Space Travel				9780547996127	
	Journeys and Write Source Print and Digital Bundle Grade 2 (Includes Journeys Print Common Core Student Editions Volume 1 & 2, Poppleton in Winter Trade Book, Where Do Polar Bears Live? Trade Book, Exploring Space Travel Trade Book, Journeys Digital Online Common Core Student Edition 6-year, Write Source Print Student Edition Hardcover, and Write Source Digital Online Student Subscription 6-year)				9780544093539	
	Journeys Print and Digital plus Write Source Digital Bundle Grade 2 (Includes Journeys Print Common Core Student Edition Volumes 1 & 2, Poppleton in Winter Trade Book, Where Do Polar Bears Live? Trade Book, Exploring Space Travel Trade Book, Journeys Digital Online Common Core Student Edition 6-year, Write Source Digital Online Student Subscription 6-year)				9780544093621	
	Common Core Student Edition Set of 25 Grade 2 (Includes 25 copies of Common Core Student Edition Volumes 1 & 2)				9780547913032	
	Common Core Student Edition Set Grade 2 (Includes 1 copy Each of Common Core Student Edition Volumes 1 & 2)				9780547885018	
	Common Core Student Edition Volume 1 Grade 2				9780547885476	
	Common Core Student Edition Volume 2 Grade 2				9780547885483	
	Common Core Teacher Edition Collection Grade 2 (Includes Teacher's Edition Volumes 1-6)				9780547972886	
	Teacher's Edition Volume 1 Grade 2				9780547975504	
	Teacher's Edition Volume 2 Grade 2				9780547975528	
	Teacher's Edition Volume 3 Grade 2				9780547975559	
	Teacher's Edition Volume 4 Grade 2				9780547975566	
	Teacher's Edition Volume 5 Grade 2				9780547975573	
	Teacher's Edition Volume 6 Grade 2				9780547975580	
	My Journeys Literacy Kit For Grade 2				9780547974866	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade 2-3				9780544043053	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade 2-3				9780544084537	
	Language and Literacy Guide Grade 2				9780547866475	
	Sound-Spelling Cards Grades 1-3				9780547246376	
	Common Core Instructional Card Kit Grade 2 (Includes Common Core High-Frequency Word Cards, Common Core Vocabulary In Context Cards, Common Core Retelling Cards, Letter, Word, Picture Cards Grades 1-3, Punctuation Cards Grades 1-2)				9780547866628	
	Common Core High-Frequency Word Cards Grade 2				9780547866635	
	Common Core Vocabulary In Context Cards Grade 2				9780547866642	
	Common Core Retelling Cards Grade 2				9780547866659	
	Letter, Word, Picture Cards Grades 1-3				9780547246505	
	Punctuation Cards Grades 1-2				9780547389448	
	Common Core Writing Handbook Student Grade 2				9780547864495	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade 2				9780547865768	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	Write-Smart CD-ROM Grade 2				9780547361550	
	Family Connection Book Grade 2 - My Journey Home				9780547928944	
	Common Core Decodable Reader (Set of 6) Grade 2 (Includes 6 copies each of Common Core Decodable Readers Units 1-6)				9780547866956	
	Common Core Decodable Reader Unit 1 Grade 2				9780547866963	
	Common Core Decodable Reader Unit 2 Grade 2				9780547866987	
	Common Core Decodable Reader Unit 3 Grade 2				9780547866994	
	Common Core Decodable Reader Unit 4 Grade 2				9780547867007	
	Common Core Decodable Reader Unit 5 Grade 2				9780547867014	
	Common Core Decodable Reader Unit 6 Grade 2				9780547865850	
	Common Core Decodable Reader (Set of 1) Grade 2 (Includes 1 copy each of Common Core Decodable Readers Units 1-6)				9780547866949	
	Common Core Decodable Reader Blackline Master Grade 2				9780547874104	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade 2				9780547941202	
	Common Core Reader's Notebook Consumable Collection Grade 2 (Includes Common Core Reader's Notebook Consumable Volumes 1 & 2)				9780547863702	
	Common Core Reader's Notebook Consumable Volume 1 Grade 2				9780547860626	
	Common Core Reader's Notebook Consumable Volume 2 Grade 2				9780547860633	
	Common Core Reader's Notebook Teacher's Edition Grade 2				9780547860732	
	Common Core Write-in Reader 6-Pack Grade 2				9780547874142	
	Common Core Write-in Reader Grade 2				9780547874203	
	Common Core Progress Monitoring Assessments Grade 2				9780547874272	
	Comprehensive Screening Assessment Grade 2				9780547874326	
	Common Core Benchmark Tests and Unit Tests Consumable Grade 2				9780547871592	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade 2				9780547873954	
	Diagnostic Reading Assessment Grades 1-6				9780547884677	
	Cold Reads Grade 2				9780547893891	
	Curious About Words Kit Grade 2 (Includes Read Aloud Book Volumes 1 & 2 and Teacher Manual)				9780547327754	
	Curious About Words Read Aloud Book Volume 1 Grade 2				9780547327419	
	Curious About Words Read Aloud Book Volume 2 Grade 2				9780547327426	
	Curious About Words Teacher Manual Grade 2				9780547327488	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 2-3				9780544025165	
	Common Core Focus Wall Poster Grade 2				9780547928852	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	Common Core Literacy Center Flip Chart Set Grade 2 (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, and Word Study Flip Chart)				9780547910611	
	Literacy Center Comprehension and Fluency Flip Chart Grade 2				9780547897530	
	Literacy Center Think and Write Flip Chart Grade 2				9780547897622	
	Literacy Center Word Study Flip Chart Grade 2				9780547897707	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	Common Core Language Support Cards Grade 2				9780547897486	
	Reading Tool Kit Grades 1-3 (Includes Magnetic Letter Tile Kit Levels 1-3, Blackline Master Complete Binder Levels K-5, Complete Lesson Binder Levels K-5, Phonemic Awareness Flip Chart Levels K-5, Phonics Flip Chart Levels K-5, Comprehension Flip Chart Levels K-5, Vocabulary Flip Chart Levels K-5, Fluency Flip Chart Levels K-5)				9780547327211	
	Common Core Trade Book Grade 2 Unit 2 - Poppleton in Winter				9780544102637	
	Common Core Trade Book Grade 2 Unit 4 - Where Do Polar Bears Live?				9780544102828	
	Trade Book Unit 6 On Level Grade 2 - Exploring Space Travel				9780547996127	
	Common Core Teacher One-Stop DVD with ExamView Grade 2				9780547928845	
	Common Core Grab and Go Complete Set Grade 2 (Includes 30 Lesson Booklets, Assessment Booklet, and Additional Resources)				9780547907857	
	Grab-and-Go 30 Lesson Booklets Grade 2				9780547893532	
	Grab-and-Go Assessment Booklet Grade 2				9780547893624	
	Grab-and-Go Additional Resources Grade 2				9780547893716	
	Guided Collection 1				9780547361253	
	Guided Collection 2				9780547361352	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade 2 (Includes Above Level Strand Set of 6, On Level Strand Set of 6, Below Level Strand Set of 6, ELL Strand Set of 6, Vocab Readers Strand Set of 6)				9780547904818	
	Common Core Grade Level Complete Set of 1 Grade 2 (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, and Vocabulary Strand Set of 1)				9780547905334	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade 2 (Includes Above Level Strand Set of 1, On Level Strand Set of 1, Below Level Strand Set of 1, ELL Strand Set of 1, and Vocabulary Readers Strand Set of 1)				9780547906652	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade 2				9780547903910	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade 2				9780547900476	
	Common Core Teacher's Guide Strand Set Above Level Grade 2				9780547905280	
	Common Core Leveled Readers On Level Strand Set of 6 Grade 2				9780547903798	
	Common Core Leveled Readers On Level Strand Set of 1 Grade 2				9780547899978	
	Common Core Teacher's Guide Strand Set On Level Grade 2				9780547905310	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade 2				9780547903729	
	Common Core Leveled Readers Below Level Strand Set of 1 Grade 2				9780547900377	
	Common Core Teacher's Guide Strand Set Below Level Grade 2				9780547905297	
	Common Core Leveled Readers ELL Strand Set of 6 Grade 2				9780547903866	
	Common Core Leveled Readers ELL Strand Set of 1 Grade 2				9780547899879	
	Common Core Teacher's Guide Strand Set ELL Level Grade 2				9780547905327	
	Common Core Vocabulary Readers Strand Set of 6 Grade 2				9780547903941	
	Common Core Vocabulary Readers Strand Set of 1 Grade 2				9780547899480	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Grade 2				9780547905358	
	Online Common Core Student Resources 6-year Grade 2				9780547940762	
	Online Common Core Student Resources 1-year Grade 2				9780547941448	
	Online Teacher Resource Kit 6-year Grade 2				9780547976822	
	Online Teacher Resource Kit 1-year Grade 2				9780547976662	
	Write Source Online Teacher Subscription 6-year Grade 2				9780547508849	
	Common Core Student Edition eTextbook ePub 6-year Grade 2				9780547933733	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	Common Core Student Edition eTextbook ePub 1-year Grade 2				9780544047112	
	Common Core Teacher Edition eTextbook ePub 6-year Grade 2				9780547933665	
	Common Core Teacher Edition eTextbook ePub 1-year Grade 2				9780544065567	
	Online Common Core Leveled Readers Student 6-year Grade 2				9780547896175	
	Online Common Core Leveled Readers Student 1-year Grade 2				9780547955803	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 6-year Grade 2 (Includes Vocabulary in Context Grade 2 and Sound Spelling Cards Grades 1-3)				9780547952222	
	Vocabulary and Spelling Flip-Card eTextbook EPub Package 1-year Grade 2 (Includes Vocabulary in Context Grade 2 and Sound Spelling Cards Grades 1-3)				9780544127562	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade 2				9780547896243	
	eText Leveled Reader Grade Level Set Grade 2 (Includes eText Leveled Reader Below Level Set, eText Leveled Reader On Level Set, eText Leveled Reader Above Level Set, eText Leveled Reader ELL Level Set, and eText Leveled Reader Vocabulary Level Set)				9780544053076	
	eText Leveled Reader Below Level Set Grade 2				9780544053298	
	eText Leveled Reader On Level Set Grade 2				9780544053304	
	eText Leveled Reader Above Level Set Grade 2				9780544053311	
	eText Leveled Reader ELL Level Set Grade 2				9780544053328	
	eText Leveled Reader Vocabulary Level Set Grade 2				9780544053342	
	eText Guided Reading Guided Collection 1=A(1)				9780544047143	
	eText Guided Reading Guided Collection 2=A(2)				9780544047150	
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	
	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 2 ©2014 CONT.					
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade 2				9780544085121	
	Journeys and Earobics Print & Digital Premium Student Bundle 6-year Grade 2 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544164413	
	Journeys and Earobics Print & Digital Premium Student Bundle 1-year Grade 2 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544164390	
	Journeys and Earobics Digital Premium Student Bundle 6-year Grade 2 (Includes Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544165434	
	Journeys and Earobics Digital Premium Student Bundle 1-year Grade 2 (Includes Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544165427	
	easyCBM (per year)				9780544204010	
	Common Core Weekly Assessments Grade 2				9780544227361	
	Houghton Mifflin Spelling and Vocabulary Student Edition (non-consumable, continuous stroke) Level 2				9780618491872	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, continuous stroke) Level 2				9780618491933	
	Houghton Mifflin Spelling and Vocabulary Student Edition (non-consumable, ball & stick) Level 2				9780618491995	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, ball & stick) Level 2				9780618492046	
	Houghton Mifflin Spelling and Vocabulary Teachers Edition Level 2				9780618492091	
	Houghton Mifflin Spelling and Vocabulary Sound Spelling Cards Levels 1-2				9780618162789	
	Houghton Mifflin Spelling and Vocabulary ELL Support Booklet & Audio CD Level 2				9780618592340	
	Houghton Mifflin Spelling and Vocabulary Test Generator CD-ROM & User's Guide Level 2				9780618592289	
	Houghton Mifflin Spelling and Vocabulary Lesson Planner & TR CD-ROM w/ Booklet Level 2				9780618587346	
	Houghton Mifflin Spelling and Vocabulary Word Sort Cards Level 2				9780618587261	
	Houghton Mifflin Spelling and Vocabulary Overhead Transparencies & BLM Level 2				9780618576289	
	Houghton Mifflin Spelling and Vocabulary Word Power: Daily Vocabulary Enrichment Level 2				9780618576166	
	Houghton Mifflin Spelling and Vocabulary Teacher's Resource Book Level 2				9780618492152	
	Houghton Mifflin Spelling and Vocabulary Test Blackline Masters Level 2				9780618576227	
	Houghton Mifflin Harcourt International Handwriting Student Edition Grade 2				9780547626727	
	Houghton Mifflin Harcourt International Handwriting Teacher Edition Grade 2				9780547626659	
	Houghton Mifflin Harcourt International Handwriting Handwriting Posters Grade 2				9780547626796	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 3 ©2014	Shane Templeton, Irene Fountas, et al	2014	3		Recommended as a comprehensive program 80% CCSS 82% Material Analysis	
	Notes: Leveled readers are critical to meeting standards for grades K-3. Key Features: <div><div>1.</div><div>Designed for the Common Core State Standards. Student Books, anchor texts and connected reading resources deliver a balance of engaging fiction and non-fiction/informational text while providing appropriate text complexity to meet the rigorous close reading demands of the Standards.</div></div> <div><div>2.</div><div>Completely supports the 5 key areas of reading. Systematic, spiraled instruction, appropriate practice, and varied resources of print and technology provide comprehensive coverage of foundational reading skills and strategies.</div></div> <div><div>3.</div><div>All-In-One Student Book. In addition to award-winning text, Journeys Student Books feature full lessons on Vocabulary, Comprehension, Grammar and Writing to meet Idaho Content and Common Core State Standards.</div></div> <div><div>4.</div><div>Comprehensive Writing Program. Journeys Common Core features the 6 major CCSS writing forms, Trait Writing, Writing Process and consistent application.</div></div> <div><div>5.</div><div>Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC constructed and selected response testing designs. Print/On-line, formative, summative, performance formats, <i>Common Core Test Power</i>, and <i>CC ELA Exemplar and Instruction Assessment</i> drive instruction to personalize learning needs for all students.</div></div> <div><div>6.</div><div>Deep Intervention. Tier I Resources, Tier II Write-In Reader, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate effectively.</div></div> <div><div>7.</div><div>Exceptional small group instruction. Irene Fountas, Consulting Author, monitored the leveling of 1000+ Leveled Readers and developed 8-page teaching plans for each title.</div></div>						
	Houghton Mifflin Harcourt Journeys Premium Common Core Student Package Grade 3 (Includes Common Core Student Edition Volumes 1 & 2, Common Core Reading Adventures Student Edition Magazine, Amos and Boris Trade Book, Boy, Were We Wrong About Dinosaurs Trade Book, Jake Drake, Know-It-All Trade Book)						9780547913322
	Common Core Student Edition Volume 1 Grade 3						9780547885490
	Common Core Student Edition Volume 2 Grade 3						9780547885513
	Common Core Reading Adventures Student Edition Magazine Grade 3						9780547865843
	Common Core Trade Book Grade 3 Unit 2 - Amos and Boris						9780544103078
	Common Core Trade Book Grade 3 Unit 4 - Boy, Were We Wrong About Dinosaurs						9780544103146
	Trade Book Unit 6 On Level Grade 3 - Jake Drake, Know-It-All						9780547073675
	Journeys and Write Source Print and Digital Bundle Grade 3						9780544093546
	Journeys Print and Digital plus Write Source Digital Bundle Grade 3						9780544093638
	Common Core Student Edition and Magazine Set Grade 3						9780547885025
	Common Core Student Edition Volume 1 Grade 3						9780547885490
	Common Core Student Edition Volume 2 Grade 3						9780547885513
	Common Core Reading Adventures Student Edition Magazine Grade 3						9780547865843
	Common Core Student Edition Set of 25 Grade 3 (Includes 25 copies of Common Core Student Edition Volumes 1 & 2)						9780547912233

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 3 ©2014 CONT.					
	Common Core Reading Adventures Student Edition Magazine Set of 25 Grade 3 (Includes 25 copies of Common Core Reading Adventures Student Edition Magazine)				9780547910833	
	Common Core Teacher Edition Collection Grade 3 (Includes Teacher's Editions Volumes 1-6)				9780547972893	
	Teacher's Edition Volume 1 Grade 3				9780547975597	
	Teacher's Edition Volume 2 Grade 3				9780547975627	
	Teacher's Edition Volume 3 Grade 3				9780547975634	
	Teacher's Edition Volume 4 Grade 3				9780547975641	
	Teacher's Edition Volume 5 Grade 3				9780547975658	
	Teacher's Edition Volume 6 Grade 3				9780547975672	
	My Journeys Literacy Kit For Grade 3				9780547974873	
	Common Core Trade Book Grade 3 Unit 2 - Amos and Boris				9780544103078	
	Common Core Trade Book Grade 3 Unit 4 - Boy, Were We Wrong About Dinosaurs				9780544103146	
	Language and Literacy Guide Grade 3				9780547866482	
	Sound-Spelling Cards Grades 1-3				9780547246376	
	Common Core Instructional Card Kit Grade 3 (Includes Common Core Vocabulary In Context Cards, Common Core Retelling Cards, and Letter, Word, Picture Cards Grades 1-3)				9780547866673	
	Common Core Vocabulary In Context Cards Grade 3				9780547866680	
	Common Core Retelling Cards Grade 3				9780547866697	
	Letter, Word, Picture Cards Grades 1-3				9780547246505	
	Common Core Writing Handbook Student Grade 3				9780547864518	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade 3				9780547864969	
	Write-Smart CD-ROM Grade 3				9780547361567	
	Family Connection Book Grade 3 - My Journey Home				9780547928951	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade 3				9780547940953	
	Common Core Reader's Notebook Consumable Collection Grade 3 (Includes Common Core Reader's Notebook Consumable Volumes 1 & 2)				9780547863603	
	Common Core Reader's Notebook Consumable Volume 1 Grade 3				9780547860657	
	Common Core Reader's Notebook Consumable Volume 2 Grade 3				9780547860664	
	Common Core Reader's Notebook Teacher's Edition Grade 3				9780547860749	
	Common Core Write-in Reader 6-Pack Grade 3				9780547874159	
	Common Core Write-in Reader Grade 3				9780547874210	
	Common Core Progress Monitoring Assessments Grade 3				9780547874289	
	Comprehensive Screening Assessment Grade 3				9780547874333	
	Common Core Benchmark Tests and Unit Tests Consumable Grade 3				9780547871608	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade 3				9780547873961	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 3 ©2014 CONT.					
	Diagnostic Reading Assessment Grades 1-6				9780547884677	
	Cold Reads Grade 3				9780547893907	
	Curious About Words Kit Grade 3 (Includes Read Aloud Book Volumes 1 & 2 and Teacher Manual)				9780547327761	
	Curious About Words Read Aloud Book Volume 1 Grade 3				9780547327433	
	Curious About Words Read Aloud Book Volume 2 Grade 3				9780547327440	
	Curious About Words Teacher Manual Grade 3				9780547327495	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade 2-3				9780544043053	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade 2-3				9780544084537	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 2-3				9780544025165	
	Common Core Focus Wall Poster Grade 3				9780547928869	
	Common Core Literacy Center Flip Chart Set Grade 3 (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, Word Study Flip Chart)				9780547908212	
	Literacy Center Comprehension and Fluency Flip Chart Grade 3				9780547897561	
	Literacy Center Think and Write Flip Chart Grade 3				9780547897639	
	Literacy Center Word Study Flip Chart Grade 3				9780547897714	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	Common Core Language Support Cards Grade 3				9780547897493	
	Reading Tool Kit Grades 1-3				9780547327211	
	Trade Book Unit 6 On Level Grade 3 - Jake Drake, Know-It-All				9780547073675	
	Trade Book Unit 6 Below Level Grade 3 - Donovan's Word Jar				9780547073798	
	Trade Book Unit 6 Above Grade 3 - Capoeira				9780547073835	
	Common Core Teacher One-Stop DVD with ExamView Grade 3				9780547929002	
	Common Core Grab and Go Complete Set Grade 3 (Includes 30 Lesson Booklets, Assessment Booklet, and Additional Resources)				9780547909028	
	Grab-and-Go 30 Lesson Booklets Grade 3				9780547893549	
	Grab-and-Go Assessment Booklet Grade 3				9780547893648	
	Grab-and-Go Additional Resources Grade 3				9780547893723	
	Guided Collection 1				9780547361253	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 3 ©2014 CONT.					
	Guided Collection 2				9780547361352	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade 3				9780547905419	
	Common Core Grade Level Complete Set of 1 Grade 3				9780547905235	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade 3				9780547906393	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade 3				9780547903668	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade 3				9780547899381	
	Common Core Teacher's Guide Strand Set Above Level Grade 3				9780547905365	
	Common Core Leveled Readers On Level Strand Set of 6 Grade 3				9780547903804	
	Common Core Leveled Readers On Level Strand Set of 1 Grade 3				9780547900483	
	Common Core Teacher's Guide Strand Set On Level Grade 3				9780547905389	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade 3				9780547903736	
	Common Core Leveled Readers Below Level Strand Set of 1 Grade 3				9780547899282	
	Common Core Teacher's Guide Strand Set Below Level Grade 3				9780547905372	
	Common Core Leveled Readers ELL Strand Set of 6 Grade 3				9780547903880	
	Common Core Leveled Readers ELL Strand Set of 1 Grade 3				9780547901084	
	Common Core Teacher's Guide Strand Set ELL Level Grade 3				9780547905396	
	Common Core Vocabulary Readers Strand Set of 6 Grade 3				9780547903958	
	Common Core Vocabulary Readers Strand Set of 1 Grade 3				9780547899985	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Grade 3				9780547905426	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 3 ©2014 CONT.					
	Online Common Core Student Resources 6-year Grade 3				9780547940779	
	Online Common Core Student Resources 1-year Grade 3				9780547941462	
	Online Teacher Resource Kit 6-year Grade 3				9780547977393	
	Online Teacher Resource Kit 1-year Grade 3				9780547979953	
	Write Source Online Teacher Subscription 6-year Grade 3				9780547508627	
	Common Core Student Edition eTextbook ePub 6-year Grade 3				9780547933740	
	Common Core Student Edition eTextbook ePub 1-year Grade 3				9780544047136	
	Common Core Teacher Edition eTextbook ePub 6-year Grade 3				9780547933672	
	Common Core Teacher Edition eTextbook ePub 1-year Grade 3				9780544065574	
	Common Core Reading Adventure Student Magazine ePub 6-year Grade 3				9780547998060	
	Common Core Reading Adventure Student Magazine ePub 1-year Grade 3				9780544052444	
	Online Common Core Leveled Readers Student 6-year Grade 3				9780547896182	
	Online Common Core Leveled Readers Student 1-year Grade 3				9780547955810	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary and Spelling Flip-Card eTextbook Epub Package 6-year Grade 3 (Includes 6-year subscription to Vocabulary in Context Grade 3 and Sound Spelling Cards Grades 1-3)				9780547955933	
	Vocabulary and Spelling Flip-Card eTextbook Epub Package 1-year Grade 3 (Includes 1-year subscription to Vocabulary in Context Grade 3 and Sound Spelling Cards Grades 1-3)				9780544127579	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade 3				9780547896250	
	eText Leveled Reader Grade Level Set Grade 3 (Includes eText Leveled Reader Below Level Set, eText Leveled Reader On Level Set, eText Leveled Reader Above Level Set, eText Leveled Reader ELL Level Set, eText Leveled Reader Vocabulary Level Set)				9780544053106	
	eText Leveled Reader Below Level Set Grade 3				9780544053366	
	eText Leveled Reader On Level Set Grade 3				9780544053380	
	eText Leveled Reader Above Level Set Grade 3				9780544053397	
	eText Leveled Reader ELL Level Set Grade 3				9780544053403	
	eText Leveled Reader Vocabulary Level Set Grade 3				9780544053410	
	eText Guided Reading Guided Collection 1=A(1)				9780544047143	
	eText Guided Reading Guided Collection 2=A(2)				9780544047150	
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	

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	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade 3				9780544084322	
	Journeys and Earobics Print & Digital Premium Student Bundle 6-year Grade 3 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access 6-year)				9780544165380	
	Journeys and Earobics Print & Digital Premium Student Bundle 1-year Grade 3 (Includes Journeys Premium Common Core Student Package, Journeys Online Common Core Student Resources 1-year, Earobics Online Student Access 1-year)				9780544165373	
	Journeys and Earobics Digital Premium Student Bundle 6-year Grade 3 (Includes Journeys Online Common Core Student Resources 6-year, Earobics Online Student Access, 6-year)				9780544165465	
	Journeys and Earobics Digital Premium Student Bundle 1-year Grade 3				9780544165458	
	easyCBM (per year)				9780544204010	
	Common Core Weekly Assessments Grade 3				9780544230262	
	Houghton Mifflin Spelling and Vocabulary Student Edition (non-consumable, continuous stroke) Level 3				9780618491889	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, continuous stroke) Level 3				9780618491940	
	Houghton Mifflin Spelling and Vocabulary Student Edition (non-consumable, ball & stick) Level 3				9780618492008	
	Houghton Mifflin Spelling and Vocabulary Student Edition (consumable, ball & stick) Level 3				9780618492053	
	Houghton Mifflin Spelling and Vocabulary Teachers Edition Level 3				9780618492107	
	Houghton Mifflin Spelling and Vocabulary ELL Support Booklet & Audio CD Level 3				9780618592357	
	Houghton Mifflin Spelling and Vocabulary Test Generator CD-ROM & User's Guide Level 3				9780618592296	
	Houghton Mifflin Spelling and Vocabulary Lesson Planner & TR CD-ROM w/ Booklet Level 3				9780618587353	
	Houghton Mifflin Spelling and Vocabulary Word Sort Cards Level 3				9780618587278	
	Houghton Mifflin Spelling and Vocabulary Overhead Transparencies & BLM Level 3				9780618576296	
	Houghton Mifflin Spelling and Vocabulary Word Power: Daily Vocabulary Enrichment Level 3				9780618576173	
	Houghton Mifflin Spelling and Vocabulary Teacher's Resource Book Level 3				9780618492169	
	Houghton Mifflin Spelling and Vocabulary Test Blackline Masters Level 3				9780618576234	
	Houghton Mifflin Harcourt International Handwriting Student Edition Grade 3				9780547626734	
	Houghton Mifflin Harcourt International Handwriting Teacher Edition Grade 3				9780547626666	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 4 ©2014	Shane Templeton, Irene Fountas, et al	2014	4		Recommended as a comprehensive program 89% CCSS 82% Material Analysis
	Notes: Key Features: <div><div>1.</div><div>Designed for the Common Core State Standards. Student Books, anchor texts and connected reading resources deliver a balance of engaging fiction and non-fiction/informational text while providing appropriate text complexity to meet the rigorous close reading demands of the Standards.</div></div> <div><div>2.</div><div>Completely supports the 5 key areas of reading. Systematic, spiraled instruction, appropriate practice, and varied resources of print and technology provide comprehensive coverage of foundational reading skills and strategies.</div></div> <div><div>3.</div><div>All-In-One Student Book. In addition to award-winning text, Journeys Student Books feature full lessons on Vocabulary, Comprehension, Grammar and Writing to meet Idaho Content and Common Core State Standards.</div></div> <div><div>4.</div><div>Comprehensive Writing Program. Journeys Common Core features the 6 major CCSS writing forms, Trait Writing, Writing Process and consistent application.</div></div> <div><div>5.</div><div>Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC constructed and selected response testing designs. Print/On-line, formative, summative, performance formats, <i>Common Core Test Power</i>, and <i>CC ELA Exemplar and Instruction Assessment</i> drive instruction to personalize learning needs for all students.</div></div> <div><div>6.</div><div>Deep Intervention. Tier I Resources, Tier II Write-In Reader, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate effectively.</div></div> <div><div>7.</div><div>Exceptional small group instruction. Irene Fountas, Consulting Author, monitored the leveling of 1000+ Leveled Readers and developed 8-page teaching plans for each title.</div></div>					
	Houghton Mifflin Harcourt Journeys Premium Common Core Student Package Grade 4 (Includes Common Core Student Edition, Common Core Reading Adventures Student Edition Magazine, Discovering Mars: The Amazing Story of The Red Planet Trade Book, Horses Trade Book, Phineas L. McGuire Trade Book)				9780547912424	
	Common Core Student Edition Grade 4				9780547885520	
	Common Core Reading Adventures Student Edition Magazine Grade 4				9780547865829	
	Common Core Trade Book Grade 4 Unit 2 - Discovering Mars: The Amazing Story of the Red Planet				9780544103191	
	Common Core Trade Book Grade 4 Unit 4 - Horses				9780544103214	
	Trade Book Unit 6 On Level Grade 4 - Phineas L. MacGuire				9780547073873	
	Journeys and Write Source Print and Digital Bundle Grade 4 (Includes Journeys Print Common Core Student Edition, Journeys Print Common Core Reading Adventures Student Edition Magazine, Discovering Mars: The Amazing Story of the Red Planet Trade Book, Horses Trade Book, Phineas L. MacGuire Trade Book, Journeys Digital Online Common Core Student Edition 6-Year, Journeys Digital Online Common Core Student Magazine 6-Year, Write Source Print Student Edition Hardcover, Write Source Digital Online Student Subscription 6-Year)				9780544093560	
	Journeys Print and Digital plus Write Source Digital Bundle Grade 4 (Includes Journeys Print Common Core Student Edition, Journeys Print Common Core Reading Adventures Student Edition Magazine, Discovering Mars: The Amazing Story of the Red Planet Trade Book, Horses Trade Book, Phineas L. MacGuire Trade Book, Journeys Digital Online Common Core Student Edition 6-Year, Journeys Digital Online Common Core Student Magazine 6-Year, Write Source Digital Online Student Subscription 6-Year)				9780544093645	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 4 ©2014 CONT.					
	Common Core Student Edition and Magazine Set Grade 4 (Includes Common Core Student Edition and Common Core Reading Adventures Student Edition Magazine)				9780547885032	
	Common Core Student Edition Grade 4				9780547885520	
	Common Core Reading Adventures Student Edition Magazine Grade 4				9780547865829	
	Common Core Student Edition Set of 25 Grade 4 (Includes 25 copies of Common Core Student Edition Volumes)				9780547910734	
	Common Core Reading Adventures Student Edition Magazine Set of 25 Grade 4 (Includes 25 copies of Common Core Reading Adventures Student Edition Magazine)				9780547913544	
	Common Core Teacher Edition Collection Grade 4 (Includes Teacher Edition Volumes 1-6)				9780547972954	
	Teacher's Edition Volume 1 Grade 4				9780547975689	
	Teacher's Edition Volume 2 Grade 4				9780547975696	
	Teacher's Edition Volume 3 Grade 4				9780547975702	
	Teacher's Edition Volume 4 Grade 4				9780547975719	
	Teacher's Edition Volume 5 Grade 4				9780547975726	
	Teacher's Edition Volume 6 Grade 4				9780547975757	
	My Journeys Literacy Kit For Grade 4 (Includes 13 copies of Student Edition, 13 copies of Common Core Reading Adventures Student Edition Magazine, 6 copies of Discovering Mars: The Amazing Story of The Red Planet Trade Book, 6 copies of Horses Trade Book, 6 copies of Phineas L. McGuire, Common Core Leveled Readers Above Level Strand Set of 6, Common Core Leveled Readers On Level Strand Set of 6, Common Core Leveled Readers Below Level Strand Set of 6, Common Core Leveled Readers ELL Strand Set of 6, Common Core Vocabulary Readers Strand Set of 6, 25 Subscriptions/Entitlements for Online Common Core Student Resources 6-year)				9780547974897	
	Common Core Trade Book Grade 4 Unit 2 - Discovering Mars: The Amazing Story of the Red Planet				9780544103191	
	Common Core Trade Book Grade 4 Unit 4 - Horses				9780544103214	
	Language and Literacy Guide Grade 4				9780547866505	
	Common Core Instructional Card Kit Grade 4 (Includes Common Core Vocabulary In Context Cards, Common Core Language Support Cards)				9780547866703	
	Common Core Vocabulary In Context Cards Grade 4				9780547866710	
	Common Core Language Support Cards Grade 4				9780547897509	
	Common Core Writing Handbook Student Grade 4				9780547864525	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade 4				9780547864570	
	Write-Smart CD-ROM Grade 4				9780547361574	
	Family Connection Book Grade 4 - My Journey Home				9780547928968	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade 4				9780547940854	
	Common Core Reader's Notebook Consumable Grade 4				9780547860671	
	Common Core Reader's Notebook Teacher's Edition Grade 4				9780547860756	
	Common Core Write-in Reader 6-Pack Grade 4				9780547874166	
	Common Core Write-in Reader Grade 4				9780547874227	
	Common Core Progress Monitoring Assessments Grade 4				9780547874296	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 4 ©2014 CONT.					
	Literacy Tool Kit Complete Grades 4-6 (Includes Literacy Tool Kit Binder Complete Grades 4-6)				9780547370064	
	Literacy Tool Kit Binder Complete Grades 4-6 (Includes Lesson Cards, Blackline Masters, CD-ROM, Leveled Readers)				9780547370071	
	Literacy Tool Kit Lesson Cards Grades 4-6				9780547366074	
	Literacy Tool Kit Blackline Masters Grades 4-6				9780547366135	
	Literacy Tool Kit CD-ROM Grades 4-6				9780547366210	
	Literacy Tool Kit Leveled Readers Grades 4-6				9780547370118	
	Comprehensive Screening Assessment Grade 4				9780547874340	
	Common Core Benchmark Tests and Unit Tests Consumable Grade 4				9780547871615	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade 4				9780547873978	
	Diagnostic Reading Assessment Grades 1-6				9780547884677	
	Cold Reads Grade 4				9780547893914	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade 4-5				9780544043060	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade 4-5				9780544083738	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 4-5				9780544025172	
	Common Core Focus Wall Poster Grade 4				9780547928876	
	Common Core Literacy Center Flip Chart Set Grade 4 (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, and Word Study Flip Chart)				9780547907543	
	Literacy Center Comprehension and Fluency Flip Chart Grade 4				9780547897578	
	Literacy Center Think and Write Flip Chart Grade 4				9780547897653	
	Literacy Center Word Study Flip Chart Grade 4				9780547897721	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	Common Core Language Support Cards Grade 4				9780547897509	
	Literacy Tool Kit Grades 4-6 (Includes Literacy Tool Kit Assessment, Literacy Tool Kit Teacher Resource Book)				9780547366227	
	Literacy Tool Kit Assessment Grades 4-6				9780547366128	
	Literacy Tool Kit Teacher Resource Book Grades 4-6				9780547366265	
	Trade Book Unit 6 On Level Grade 4 - Phineas L. MacGuire				9780547073873	
	Trade Book Unit 6 Below Level Grade 4 - Justin and the Best Biscuits in the World				9780547073903	
	Trade Book Unit 6 Above Level Grade 4 - Sea Turtles				9780547073910	
	Common Core Teacher One-Stop DVD with ExamView Grade 4				9780547929019	

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	Common Core Grab and Go Complete Set Grade 4 (Includes 30 Lesson Booklets, Assessment Booklet, and Additional Resources)				9780547907239	
	Grab-and-Go 30 Lesson Booklets Grade 4				9780547893556	
	Grab-and-Go Assessment Booklet Grade 4				9780547893662	
	Grab-and-Go Additional Resources Grade 4				9780547893730	
	Guided Collection 1				9780547361253	
	Guided Collection 2				9780547361352	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade 4				9780547905020	
	Common Core Grade Level Complete Set of 1 Grade 4				9780547905136	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade 4				9780547906744	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade 4				9780547903682	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade 4				9780547899886	
	Common Core Teacher's Guide Strand Set Above Level Grade 4				9780547905457	
	Common Core Leveled Readers On Level Strand Set of 6 Grade 4				9780547903828	
	Common Core Leveled Readers On Level Strand Set of 1 Grade 4				9780547900988	
	Common Core Teacher's Guide Strand Set On Level Grade 4				9780547905471	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade 4				9780547903743	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 4 ©2014 CONT.					
	Common Core Leveled Readers Below Level Strand Set of 1 Grade 4				9780547899787	
	Common Core Teacher's Guide Strand Set Below Level Grade 4				9780547905464	
	Common Core Leveled Readers ELL Strand Set of 6 Grade 4				9780547903897	
	Common Core Leveled Readers ELL Strand Set of 1 Grade 4				9780547899589	
	Common Core Teacher's Guide Strand Set ELL Level Grade 4				9780547905488	
	Common Core Vocabulary Readers Strand Set of 6 Grade 4				9780547903965	
	Common Core Vocabulary Readers Strand Set of 1 Grade 4				9780547899190	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Grade 4				9780547905501	
	Online Common Core Student Resources 6-year Grade 4				9780547940793	
	Online Common Core Student Resources 1-year Grade 4				9780547941479	
	Online Teacher Resource Kit 6-year Grade 4				9780547977744	
	Online Teacher Resource Kit 1-year Grade 4				9780547977874	
	Write Source Online Teacher Subscription 6-year Grade 4				9780547508740	
	Common Core Student Edition eTextbook ePub 6-year Grade 4				9780547938660	
	Common Core Student Edition eTextbook ePub 1-year Grade 4				9780544050495	
	Common Core Teacher Edition eTextbook ePub 6-year Grade 4				9780547938745	
	Common Core Teacher Edition eTextbook ePub 1-year Grade 4				9780544065628	
	Common Core Reading Adventure Student Magazine ePub 6-year Grade 4				9780547998121	
	Common Core Reading Adventure Student Magazine ePub 1-year Grade 4				9780544051065	
	Online Common Core Leveled Readers Student 6-year Grade 4				9780547896199	
	Online Common Core Leveled Readers Student 1-year Grade 4				9780547955827	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary in Context Cards eTextbook ePub 6-year Grade 4				9780547954424	
	Vocabulary in Context Cards eTextbook ePub 1-year Grade 4				9780544127654	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade 4				9780547896267	
	eText Leveled Reader Grade Level Set Grade 4 (Includes eText Leveled Reader Below Level Set, eText Leveled Reader On Level Set, eText Leveled Reader Above Level Set, eText Leveled Reader ELL Level Set, eText Leveled Reader Vocabulary Level Set)				9780544053113	
	eText Leveled Reader Below Level Set Grade 4				9780544053427	
	eText Leveled Reader On Level Set Grade 4				9780544053434	
	eText Leveled Reader Above Level Set Grade 4				9780544053458	
	eText Leveled Reader ELL Level Set Grade 4				9780544053465	
	eText Leveled Reader Vocabulary Level Set Grade 4				9780544053472	
	eText Guided Reading Guided Collection 1=A(1)				9780544047143	
	eText Guided Reading Guided Collection 2=A(2)				9780544047150	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 4 ©2014 CONT.					
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	
	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade 4				9780544084223	
	easyCBM (per year)				9780544204010	
	Common Core Weekly Assessments Grade 4				9780544226173	
	Houghton Mifflin Spelling and Vocabulary Student Edition Non-Consumable Level 4				9780618491896	
	Houghton Mifflin Spelling and Vocabulary Student Edition Consumable Level 4				9780618491957	
	Houghton Mifflin Spelling and Vocabulary Teachers Edition Level 4				9780618492114	
	Houghton Mifflin Spelling and Vocabulary ELL Support Booklet & Audio CD Level 4				9780618592364	
	Houghton Mifflin Spelling and Vocabulary Test Generator CD-ROM & User's Guide Level 4				9780618592302	
	Houghton Mifflin Spelling and Vocabulary Lesson Planner & TR CD-ROM w/ Booklet Level 4				9780618587360	
	Houghton Mifflin Spelling and Vocabulary Word Sort Cards Level 4				9780618587285	
	Houghton Mifflin Spelling and Vocabulary Overhead Transparencies & BLM Level 4				9780618576302	
	Houghton Mifflin Spelling and Vocabulary Word Power: Daily Vocabulary Enrichment Level 4				9780618576180	
	Houghton Mifflin Spelling and Vocabulary Teacher's Resource Book Level 4				9780618492176	
	Houghton Mifflin Spelling and Vocabulary Test Blackline Masters Level 4				9780618576241	
	Houghton Mifflin Harcourt International Handwriting Student Edition Grade 4				9780547626741	
	Houghton Mifflin Harcourt International Handwriting Teacher Edition Grade 4				9780547626673	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014	Shane Templeton, Irene Fountas, et al	2014	5		Recommended as a comprehensive program 93% CCSS 82% Material Analysis	
	Notes: Key Features: <div><div>1.</div><div>Designed for the Common Core State Standards. Student Books, anchor texts and connected reading resources deliver a balance of engaging fiction and non-fiction/informational text while providing appropriate text complexity to meet the rigorous close reading demands of the Standards.</div></div> <div><div>2.</div><div>Completely supports the 5 key areas of reading. Systematic, spiraled instruction, appropriate practice, and varied resources of print and technology provide comprehensive coverage of foundational reading skills and strategies.</div></div> <div><div>3.</div><div>All-In-One Student Book. In addition to award-winning text, Journeys Student Books feature full lessons on Vocabulary, Comprehension, Grammar and Writing to meet Idaho Content and Common Core State Standards.</div></div> <div><div>4.</div><div>Comprehensive Writing Program. Journeys Common Core features the 6 major CCSS writing forms, Trait Writing, Writing Process and consistent application.</div></div> <div><div>5.</div><div>Powerful assessment. HMH Assessment App for iPad® provides daily questions and quizzes. Program assessments mirror SBAC constructed and selected response testing designs. Print/On-line, formative, summative, performance formats, <i>Common Core Test Power</i>, and <i>CC ELA Exemplar and Instruction Assessment</i> drive instruction to personalize learning needs for all students.</div></div> <div><div>6.</div><div>Deep Intervention. Tier I Resources, Tier II Write-In Reader, and Tier III Intensive Intervention Kits help teachers remediate, build key reading skills and close learning gaps. Differentiated Instruction support daily helps to monitor and remediate effectively.</div></div> <div><div>7.</div><div>Exceptional small group instruction. Irene Fountas, Consulting Author, monitored the leveling of 1000+ Leveled Readers and developed 8-page teaching plans for each title.</div></div>						
	Houghton Mifflin Harcourt Journeys Premium Common Core Student Package Grade 5 (Includes Common Core Student Edition, Common Core Reading Adventures Student Edition Magazine, Hound Dog True Trade Book, About Time: A First Look at Time and Clocks Trade Book, Frindle Trade Book)						9780547910505
	Common Core Student Edition Grade 5						9780547885537
	Common Core Reading Adventures Student Edition Magazine Grade 5						9780547865836
	Trade Book Unit 2 On Level Grade 5 - Hound Dog True						9780547996097
	Trade Book Unit 4 On Level Grade 5 - About Time: A First Look at Time and Clocks						9780547939681
	Trade Book Unit 6 On Level Grade 5 - Frindle						9780547073958
	Journeys and Write Source Print and Digital Bundle Grade 5 (Includes Journeys Print Common Core Student Edition, Journeys Print Common Core Reading Adventures Student Edition Magazine, Hound Dog True Trade Book, About Time: A First Look at Time and Clocks Trade Book, Frindle Trade Book, Journeys Digital Online Common Core Student Edition 6-year, Journeys Digital Online Common Core Student Magazine 6-year, Write Source Print Student Edition Hardcover, Write Source Digital Online Student Subscription 6-year)						9780544093584

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014 CONT.					
	Journeys Print and Digital plus Write Source Digital Bundle Grade 5 (Includes Journeys Print Common Core Student Edition, Journeys Print Common Core Reading Adventures Student Edition Magazine, Hound Dog True Trade Book, About Time: A First Look at Time and Clocks Trade Book, Frindle Trade Book, Journeys Digital Online Common Core Student Edition 6-year, Journeys Digital Online Common Core Student Magazine 6-year, Write Source Digital Online Student Subscription 6-year)				9780544093652	
	Common Core Student Edition and Magazine Set Grade 5 (Includes Common Core Student Edition, Common Core Reading Adventures Student Edition Magazine)				9780547885049	
	Common Core Student Edition Grade 5				9780547885537	
	Common Core Reading Adventures Student Edition Magazine Grade 5				9780547865836	
	Common Core Student Edition Set of 25 Grade 5 (Includes 25 copies of Common Core Student Edition Volumes)				9780547913445	
	Common Core Reading Adventures Student Edition Magazine Set of 25 Grade 5 (Includes 25 copies of Common Core Reading Adventures Student Edition Magazine)				9780547912455	
	Common Core Teacher Edition Collection Grade 5 (Includes Teacher's Editions Volumes 1-6)				9780547972961	
	Teacher's Edition Volume 1 Grade 5				9780547975764	
	Teacher's Edition Volume 2 Grade 5				9780547975771	
	Teacher's Edition Volume 3 Grade 5				9780547975788	
	Teacher's Edition Volume 4 Grade 5				9780547975795	
	Teacher's Edition Volume 5 Grade 5				9780547975801	
	Teacher's Edition Volume 6 Grade 5				9780547975818	
	My Journeys Literacy Kit For Grade 5 (Includes 13 copies of Student Edition, 13 copies of Common Core Reading Adventures Student Edition Magazine, 6 copies of Hound Dog True Trade Book, 6 copies of About Time: A First Look At Times and Clocks Trade Book, 6 copies of Frindle Trade Book, Common Core Leveled Readers Above Level Strand Set of 6, Common Core Leveled Readers On Level Strand Set of 6, Common Core Leveled Readers Below Level Strand Set of 6, Common Core Leveled Readers ELL Strand Set of 6, Common Core Vocabulary Readers Above Strand Set of 6, 25 Subscriptions/Entitlements to Online Common Core Student Resources 6-year)				9780547974910	
	Trade Book Unit 6 Below Level Grade 5 - Skunk Scout				9780547073972	
	Trade Book Unit 6 Above Level Grade 5 - Mysteries of the Mummy Kids				9780547073996	
	Language and Literacy Guide Grade 5				9780547866512	
	Common Core Instructional Card Kit Grade 5 (Includes Common Core Vocabulary In Context Cards, Core Language Support Cards)				9780547866727	
	Common Core Vocabulary In Context Cards Grade 5				9780547866734	
	Common Core Language Support Cards Grade 5				9780547897516	
	Common Core Writing Handbook Student Grade 5				9780547864532	
	Common Core Writing Handbook Teacher's Guide and Answer Key Grade 5				9780547865171	
	Write-Smart CD-ROM Grade 5				9780547361581	
	Family Connection Book Grade 5 - My Journey Home				9780547928975	
	Common Core Reader's Notebook Consumable 6-year Print Subscription Grade 5				9780547940915	
	Common Core Reader's Notebook Consumable Grade 5				9780547860688	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014 CONT.					
	Common Core Reader's Notebook Teacher's Edition Grade 5				9780547860763	
	Common Core Write-in Reader 6-Pack Grade 5				9780547874173	
	Common Core Write-in Reader Grade 5				9780547874234	
	Common Core Progress Monitoring Assessments Grade 5				9780547874302	
	Literacy Tool Kit Complete Grades 4-6 (Includes Literacy Tool Kit Binder Complete Grades 4-6)				9780547370064	
	Literacy Tool Kit Binder Complete Grades 4-6 (Includes Lesson Cards, Blackline Masters, CD-ROM, Leveled Readers)				9780547370071	
	Literacy Tool Kit Lesson Cards Grades 4-6				9780547366074	
	Literacy Tool Kit Blackline Masters Grades 4-6				9780547366135	
	Literacy Tool Kit CD-ROM Grades 4-6				9780547366210	
	Literacy Tool Kit Leveled Readers Grades 4-6				9780547370118	
	Comprehensive Screening Assessment Grade 5				9780547873992	
	Common Core Benchmark Tests and Unit Tests Consumable Grade 5				9780547871639	
	Common Core Benchmark and Unit Tests Teacher's Edition Grade 5				9780547873985	
	Diagnostic Reading Assessment Grades 1-6				9780547884677	
	Cold Reads Grade 5				9780547893938	
	ELL Performance Package Grades K-6 (Includes Common Core ELL Handbook, Common Core ELL Newcomer Teacher's Guide, Welcome Newcomer! Vocabulary and Concept Posters, Common Core ELL Building Background DVD, Common Core ELL Newcomer Audio CD)				9780544195820	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 6-year Grade 4-5				9780544043060	
	Online Common Core ELA Exemplar Instructional & Performance Assessment Resource 1-year Grade 4-5				9780544083738	
	Common Core ELA Exemplar Instructional & Performance Assessment Resource Grade 4-5				9780544025172	
	Common Core Focus Wall Poster Grade 5				9780547928883	
	Common Core Literacy Center Flip Chart Set Grade 5 (Includes Comprehension and Fluency Flip Chart, Think and Write Flip Chart, Word Study Flip Chart)				9780547907864	
	Literacy Center Comprehension and Fluency Flip Chart Grade 5				9780547897585	
	Literacy Center Think and Write Flip Chart Grade 5				9780547897660	
	Literacy Center Word Study Flip Chart Grade 5				9780547897738	
	Common Core ELL Handbook Grades K-6				9780547893341	
	Common Core ELL Newcomer Teacher's Guide Grades K-6				9780547893334	
	Welcome Newcomer! Vocabulary and Concept Posters Grades K-6				9780153815225	
	Common Core ELL Building Background DVD Grades K-6				9780547899008	
	Common Core ELL Newcomer Audio CD Grades K-6				9780547898797	
	Common Core Language Support Cards Grade 5				9780547897516	
	Literacy Tool Kit Grades 4-6 (Includes Literacy Tool Kit Assessment, Literacy Tool Kit Teacher Resource Book)				9780547366227	
	Literacy Tool Kit Assessment Grades 4-6				9780547366128	
	Literacy Tool Kit Teacher Resource Book Grades 4-6				9780547366265	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014 CONT.					
	Trade Book Unit 2 On Level Grade 5 - Hound Dog True				9780547996097	
	Trade Book Unit 4 On Level Grade 5 - About Time: A First Look at Time and Clocks				9780547939681	
	Trade Book Unit 6 On Level Grade 5 - Frindle				9780547073958	
	Common Core Teacher One-Stop DVD with ExamView Grade 5				9780547929026	
	Common Core Grab and Go Complete Set Grade 5 (Includes 30 Lesson Booklets, Assessment Booklet, Additional Resources)				9780547909400	
	Grab-and-Go 30 Lesson Booklets Grade 5				9780547893570	
	Grab-and-Go Assessment Booklet Grade 5				9780547893679	
	Grab-and-Go Additional Resources Grade 5				9780547893747	
	Guided Collection 1				9780547361253	
	Guided Collection 3				9780547361284	
	Guided Collection 4				9780547361307	
	Guided Collection 5				9780547361345	
	Guided Collection 6				9780547361369	
	Guided Collection 7				9780547361444	
	Guided Collection 8				9780547361321	
	Guided Collection 9				9780547361468	
	Guided Collection 10				9780547361406	
	Guided Collection 11				9780547361260	
	Guided Collection 12				9780547361291	
	Guided Collection 13				9780547361338	
	Guided Collection 14				9780547361505	
	Guided Collection 15				9780547361390	
	Guided Collection 16				9780547361383	
	Guided Collection 17				9780547361420	
	Guided Collection 18				9780547361437	
	Guided Collection 19				9780547361529	
	Common Core Grade Level Complete Set of 6 Grade 5				9780547905921	
	Common Core Grade Level Complete Set of 1 Grade 5				9780547905037	
	Common Core Leveled Reader Teacher's Guide Grade Level Complete Set of 1 Grade 5				9780547906225	
	Common Core Leveled Readers Above Level Strand Set of 6 Grade 5				9780547903699	
	Common Core Leveled Readers Above Level Strand Set of 1 Grade 5				9780547900391	
	Common Core Teacher's Guide Strand Set Above Level Grade 5				9780547905518	
	Common Core Leveled Readers On Level Strand Set of 6 Grade 5				9780547903835	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014 CONT.					
	Common Core Leveled Readers On Level Strand Set of 1 Grade 5				9780547899893	
	Common Core Teacher's Guide Strand Set On Level Grade 5				9780547905549	
	Common Core Leveled Readers Below Level Strand Set of 6 Grade 5				9780547903750	
	Common Core Leveled Readers Below Level Strand Set of 1 Grade 5				9780547899992	
	Common Core Teacher's Guide Strand Set Below Level Grade 5				9780547905532	
	Common Core Leveled Readers ELL Strand Set of 6 Grade 5				9780547903903	
	Common Core Leveled Readers ELL Strand Set of 1 Grade 5				9780547899794	
	Common Core Teacher's Guide Strand Set ELL Level Grade 5				9780547905563	
	Common Core Vocabulary Readers Strand Set of 6 Grade 5				9780547903972	
	Common Core Vocabulary Readers Strand Set of 1 Grade 5				9780547899695	
	Common Core Teacher's Guide Strand Set Vocabulary Reader Grade 5				9780547904993	
	Online Common Core Student Resources 6-year Grade 5				9780547940809	
	Online Common Core Student Resources 1-year Grade 5				9780547941493	
	Online Teacher Resource Kit 6-year Grade 5				9780547978505	
	Online Teacher Resource Kit 1-year Grade 5				9780547978895	
	Write Source Online Teacher Subscription 6-year Grade 5				9780547508825	
	Common Core Student Edition eTextbook ePub 6-year Grade 5				9780547938684	
	Common Core Student Edition eTextbook ePub 1-year Grade 5				9780544050518	
	Common Core Teacher Edition eTextbook ePub 6-year Grade 5				9780547938752	
	Common Core Teacher Edition eTextbook ePub 1-year Grade 5				9780544065666	
	Common Core Reading Adventure Student Magazine ePub 6-year Grade 5				9780547998992	
	Common Core Reading Adventure Student Magazine ePub 1-year Grade 5				9780544051966	
	Online Common Core Leveled Readers Student 6-year Grade 5				9780547896205	
	Online Common Core Leveled Readers Student 1-year Grade 5				9780547955834	
	Destination Reading (available only as 1-year component) Grades K-6				9780544025400	
	Vocabulary in Context Cards eTextbook ePub 6-year Grade 5				9780547955445	
	Vocabulary in Context Cards eTextbook ePub 1-year Grade 5				9780544129955	
	Online Common Core Leveled Reader Teacher's Guides 6-year Grade 5				9780547896274	
	eText Leveled Reader Grade Level Set Grade 5				9780544053120	
	eText Leveled Reader Below Level Set Grade 5				9780544053489	
	eText Leveled Reader On Level Set Grade 5				9780544053496	
	eText Leveled Reader Above Level Set Grade 5				9780544053502	
	eText Leveled Reader ELL Level Set Grade 5				9780544053519	

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Common Core Grade 5 ©2014 CONT.					
	eText Levelled Reader Vocabulary Level Set Grade 5				9780544053526	
	eText Guided Reading Guided Collection 1=A(1)				9780544047143	
	eText Guided Reading Guided Collection 2=A(2)				9780544047150	
	eText Guided Reading Guided Collection 3=B/C				9780544047167	
	eText Guided Reading Guided Collection 4=D/E				9780544047174	
	eText Guided Reading Guided Collection 5=F/G/H				9780544047181	
	eText Guided Reading Guided Collection 6=I/J				9780544047198	
	eText Guided Reading Guided Collection 7=J/K				9780544047204	
	eText Guided Reading Guided Collection 8=L				9780544047228	
	eText Guided Reading Guided Collection 9=M				9780544047266	
	eText Guided Reading Guided Collection 10=N				9780544047273	
	eText Guided Reading Guided Collection 11=O/P				9780544047280	
	eText Guided Reading Guided Collection 12=P/Q				9780544047297	
	eText Guided Reading Guided Collection 13=Q/R				9780544047310	
	eText Guided Reading Guided Collection 14=S				9780544047334	
	eText Guided Reading Guided Collection 15=S/T				9780544047341	
	eText Guided Reading Guided Collection 16=U/V				9780544047372	
	eText Guided Reading Guided Collection 17=V/W				9780544047389	
	eText Guided Reading Guided Collection 18=X				9780544047396	
	eText Guided Reading Guided Collection 19=Y/Z				9780544047419	
	Reading Assessment App Grade 5				9780544087224	
	easyCBM (per year)				9780544204010	
	Common Core Weekly Assessments Grade 5				9780544226074	
	Houghton Mifflin Spelling and Vocabulary Student Edition Non-Consumable Level 5				9780618491902	
	Houghton Mifflin Spelling and Vocabulary Student Edition Consumable Level 5				9780618491964	
	Houghton Mifflin Spelling and Vocabulary Teachers Edition Level 5				9780618492121	
	Houghton Mifflin Spelling and Vocabulary ELL Support Booklet & Audio CD Level 5				9780618592371	
	Houghton Mifflin Spelling and Vocabulary Test Generator CD-ROM & User's Guide Level 5				9780618592319	
	Houghton Mifflin Spelling and Vocabulary Lesson Planner & TR CD-ROM w/ Booklet Level 5				9780618587377	
	Houghton Mifflin Spelling and Vocabulary Word Sort Cards Level 5				9780618587292	
	Houghton Mifflin Spelling and Vocabulary Overhead Transparencies & BLM Level 5				9780618576319	
	Houghton Mifflin Spelling and Vocabulary Word Power: Daily Vocabulary Enrichment Level 5				9780618576197	
	Houghton Mifflin Spelling and Vocabulary Teacher's Resource Book Level 5				9780618492183	

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	Houghton Mifflin Spelling and Vocabulary Test Blackline Masters Level 5				9780618576258		
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade K	SHANAHAN, ET AL	2014	K	9780021192953	Highly Recommended as a comprehensive program 98% CCSS 100% Material Analysis	
	<p>Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited.</p> <p>Key Features:</p> <p>Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.</p> <p>The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.</p> <p>Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.</p> <p>Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.</p>						
	Reading Wonders Kindergarten System 6 Year Subscription				9780021193028		
	Reading Wonders Reading Writing Workshop Start Smart Grade K				9780021197132		
	Reading Wonders Reading Writing Workshop Volume 1 Grade K				9780021197149		
	Reading Wonders Reading Writing Workshop Volume 2 Grade K				9780021196500		

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade K CONT.					
	Reading Wonders Reading Writing Workshop Volume 3 Grade K				9780021196517	
	Reading Wonders Reading Writing Workshop Volume 4 Grade K				9780021197156	
	Reading Wonders Reading Writing Workshop Volume 5 Grade K				9780021197163	
	Reading Wonders Reading Writing Workshop Volume 6 Grade K				9780021197170	
	Reading Wonders Reading Writing Workshop Volume 7 Grade K				9780021195787	
	Reading Wonders Reading Writing Workshop Volume 8 Grade K				9780021197187	
	Reading Wonders Reading Writing Workshop Volume 9 Grade K				9780021197194	
	Reading Wonders Reading Writing Workshop Volume 10 Grade K				9780021197217	
	Reading Wonders Student Workspace 6 Year Subscription Grade K				9780021195053	
	Reading Wonders Teacher Edition Package Grade K				9780021193332	
	Reading Wonders Teacher Edition Volume 1 Grade K				9780021186020	
	Reading Wonders Teacher Edition Volume 2 Grade K				9780021186037	
	Reading Wonders Teacher Edition Volume 3 Grade K				9780021186044	
	Reading Wonders Teacher Edition Volume 4 Grade K				9780021186921	
	Reading Wonders Teacher Edition Volume 5 Grade K				9780021186938	
	Reading Wonders Teacher Edition Volume 6 Grade K				9780021186945	
	Reading Wonders Teacher Edition Volume 7 Grade K				9780021193882	
	Reading Wonders Teacher Edition Volume 8 Grade K				9780021193899	
	Reading Wonders Teacher Edition Volume 9 Grade K				9780021193905	
	Reading Wonders Teacher Edition Volume 10 Grade K				9780021193912	
	Reading Wonders Your Turn Practice Book Grade K				9780021193639	
	Reading Wonders Reading Writing Workshop Big Book Package Grade K				9780021274987	
	Reading Wonders Reading Writing Workshop Big Book Volume 3 Grade K				9780021197248	
	Reading Wonders Literature Big Books Package Grade K				9780021193363	
	Reading Wonders Literature Big Book Do Dinosaurs Go To School Grade K				9780021194469	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade K				9780021274703	
	Reading Wonders Leveled Reader Library Package Approaching Grade K				9780021193349	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade K				9780021274710	
	Reading Wonders Leveled Reader Package On-Level Grade K				9780021194902	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade K				9780021274727	
	Reading Wonders Leveled Reader Library Package Beyond Grade K				9780021193370	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade K				9780021274734	
	Reading Wonders Leveled Reader Library Package ELL Grade K				9780021194643	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade K CONT.					
	Reading Wonders Retelling Cards Grade K				9780021193615	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders Interactive Read Aloud Cards Grade K				9780021193691	
	Reading Wonders High Frequency Word Cards Grade K				9780021192908	
	Reading Wonders Photo Cards Grade K-2				9780021195596	
	Reading Wonders Reading Response Boards Grade K-1				9780021195572	
	Reading Wonders Teaching Posters Chart Grade K-1				9780021195299	
	Reading Wonders Visual Vocabulary Cards Grade K				9780021193684	
	Reading Wonders Workstation Activity Cards Package Grade K				9780021192939	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade K				9780021195060	
	Reading Wonders Benchmark Assessment Grade K				9780021270811	
	Reading Wonders Unit Assessment Grade K				9780021270941	
	Reading Wonders Reading Writing Workshop Big Book Start Smart Grade K				9780021197224	
	Reading Wonders Reading Writing Workshop Big Book Volume 1 Grade K				9780021197231	
	Reading Wonders Reading Writing Big Book Volume 2 Grade K				9780021195794	
	Reading Wonders Reading Writing Workshop Big Book Volume 5 Grade K				9780021195817	
	Reading Wonders Reading Writing Workshop Big Book Volume 6 Grade K				9780021197255	
	Reading Wonders Reading Writing Workshop Big Book Volume 7 Grade K				9780021195824	
	Reading Wonders Reading Writing Workshop Big Book Volume 8 Grade K				9780021197262	
	Reading Wonders Reading Writing Workshop Big Book Volume 9 Grade K				9780021195831	
	Reading Wonders Reading Writing Workshop Big Book Volume 10 Grade K				9780021195848	
	Reading Wonders Reading Writing Workshop Big Book Volume 4 Grade K				9780021197279	
	Reading Wonders Literature Big Book What About Bear Grade K				9780021194797	
	Reading Wonders Literature Big Book Pouch Grade K				9780021194780	
	Reading Wonders Literature Big Book Senses At The Seashore Grade K				9780021232239	
	Reading Wonders Literature Big Book Handiest Things In The World Grade K				9780021194810	
	Reading Wonders Literature Big Book Shape Walk Grade K				9780021194827	
	Reading Wonders Literature Big Book I Love Bugs Grade K				9780021194452	
	Reading Wonders Literature Big Bk Clang Clang Beep Beep Listen To The City Gr K				9780021194476	
	Reading Wonders Literature Big Book Please Take Me For A Walk Grade K				9780021194483	
	Reading Wonders Literature Big Book A Shoe For Every Job Grade K				9780021194490	
	Reading Wonders Literature Big Book What Can You Do With A Paleta Grade K				9780021193035	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade K CONT.					
	Reading Wonders Literature Big Book Roadwork Grade K				9780021193042	
	Reading Wonders Literature Big Book My Garden Grade K				9780021193059	
	Reading Wonders Literature Big Book A Grand Old Tree Grade K				9780021193066	
	Reading Wonders Literature Big Book An Orange In January Grade K				9780021193073	
	Reading Wonders Literature Big Book Mama Is It Summer Yet Grade K				9780021193080	
	Reading Wonders Literature Big Book Rain Grade K				9780021193097	
	Reading Wonders Literature Big Book Waiting Out The Storm Grade K				9780021193103	
	Reading Wonders Literature Big Book Zooborns Grade K				9780021193110	
	Reading Wonders Literature Big Book Bear Snores On Grade K				9780021193127	
	Reading Wonders Literature Big Book The Birthday Pet Grade K				9780021193134	
	Reading Wonders Literature Big Book When Daddy's Truck Picks Me Up Grade K				9780021193141	
	Reading Wonders Literature Big Book Anna Goes To Washington Dc Grade K				9780021193158	
	Reading Wonders Literature Big Book Bringing Down The Moon Grade K				9780021193165	
	Reading Wonders Literature Big Book Peter's Chair Grade K				9780021193172	
	Reading Wonders Literature Big Book Hen Hears Gossip Grade K				9780021193189	
	Reading Wonders Literature Big Book Bread Comes To Life Grade K				9780021193196	
	Reading Wonders Literature Big Book What's The Big Idea Molly Grade K				9780021193202	
	Reading Wonders Literature Big Book All Kinds Of Families Grade K				9780021193219	
	Reading Wonders Literature Big Book Panda Kindergarten Grade K				9780021193226	
	Reading Wonders Literature Big Book Animals In The Park Grade K				9780021193233	
	Reading Wonders Literature Big Book Big Book Of Rhymes And Chimes Grade K				9780021193240	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 1	SHANAHAN, ET AL	2014	1	9780021195688	Highly Recommended as a comprehensive program 88% CCSS 88% Material Analysis
	<p>Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited.</p> <p>Key Features:</p> <p>Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.</p> <p>The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.</p> <p>Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.</p> <p>Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.</p>					
	Reading Wonders Student Workspace 6 Year Subscription Grade 1				9780021195077	
	Reading Wonders Comprehensive Program 6 Year Subscription Grade 1				9780021195664	
	Reading Wonders Reading Writing Workshop Volume 1 Grade 1				9780021196524	
	Reading Wonders Reading Writing Workshop Volume 2 Grade 1				9780021197286	

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Correlation to the CCSS: www.sde.idaho.gov/site/common/english

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 1 CONT.					
	Reading Wonders Reading Writing Workshop Volume 3 Grade 1				9780021197293	
	Reading Wonders Reading Writing Workshop Volume 4 Grade 1				9780021195855	
	Reading Wonders Literature Anthology Volume 1 Grade 1				9780021195305	
	Reading Wonders - Literature Anthology Volume 2 Grade 1				9780021142453	
	Reading Wonders Literature Anthology Volume 3 Grade 1				9780021195312	
	Reading Wonders Literature Anthology Volume 4 Grade 1				9780021195114	
	Reading Wonders Teacher Edition Package Grade 1				9780021195749	
	Reading Wonders Teacher Edition Volume 1 Grade 1				9780021195435	
	Reading Wonders Teacher Edition Volume 2 Grade 1				9780021195251	
	Reading Wonders Teacher Edition Volume 3 Grade 1				9780021195268	
	Reading Wonders Teacher Edition Volume 4 Grade 1				9780021195275	
	Reading Wonders Teacher Edition Volume 5 Grade 1				9780021195282	
	Reading Wonders - Teacher Edition Volume 6 Grade 1				9780021142569	
	Reading Wonders Reading Writing Workshop 6 Year Subscription Grade 1				9780021195671	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 1				9780021290567	
	Reading Wonders Your Turn Practice Book Grade 1				9780021195329	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 1				9780021274741	
	Reading Wonders Leveled Reader Package Approaching Grade 1				9780021195619	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 1				9780021274758	
	Reading Wonders Leveled Reader Package On-Level Grade 1				9780021195770	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 1				9780021274765	
	Reading Wonders Leveled Reader Package Beyond Grade 1				9780021196623	
	Reading Wonders Leveled Reader Package 1 Of 30 Ell Grade 1				9780021274772	
	Reading Wonders Leveled Reader Package Ell Grade 1				9780021195220	
	Reading Wonders Reading Writing Workshop Big Book Package Grade 1				9780021274994	
	Reading Wonders Reading Writing Workshop Big Book Volume 1 Grade 1				9780021197323	
	Reading Wonders Reading Writing Workshop Big Book Volume 2 Grade 1				9780021195862	
	Reading Wonders Reading Writing Workshop Big Book Volume 3 Grade 1				9780021195879	
	Reading Wonders Reading Writing Workshop Big Book Volume 4 Grade 1				9780021196630	
	Reading Wonders Reading Writing Workshop Big Book Volume 5 Grade 1				9780021197330	
	Reading Wonders Reading Writing Workshop Big Book Volume 6 Grade 1				9780021195626	
	Reading Wonders Workstation Activity Cards Package Grade 1				9780021195213	
	Reading Wonders Visual Vocabulary Cards Grade 1				9780021195374	

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McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 1 CONT.					
	Reading Wonders Interactive Read Aloud Cards Grade 1				9780021195398	
	Reading Wonders Retelling Cards Grade 1				9780021195381	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders High Frequency Word Cards Grade 1				9780021195589	
	Reading Wonders Photo Cards Grade K-2				9780021195596	
	Reading Wonders Reading Response Boards Grade K-1				9780021195572	
	Reading Wonders Teaching Posters Chart Grade K-1				9780021195299	
	Reading Wonders Weekly Assessment Grade 1				9780021270880	
	Reading Wonders Unit Assessment Grade 1				9780021270958	
	Reading Wonders Benchmark Assessment Grade 1				9780021270828	
	Reading Wonders Classroom Trade Book Library Grade 1				9780021296989	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 1				9780021195084	
	Reading Wonders Literature Big Books Package Grade 1				9780021195244	
	Reading Wonders Literature Big Book This School Year Will Be The Best Grade 1				9780021195886	
	Reading Wonders Literature Big Book Alicia's Happy Day Grade 1				9780021195893	
	Reading Wonders Literature Big Book Cool Dog School Dog Grade 1				9780021195909	
	Reading Wonders Literature Big Book Friends All Around Grade 1				9780021195916	
	Reading Wonders Literature Big Book Move Grade 1				9780021195923	
	Reading Wonders Literature Big Book Millie Waits For The Mail Grade 1				9780021195930	
	Reading Wonders Literature Big Book Three Little Dasses Grade 1				9780021195947	
	Reading Wonders Literature Big Book Babies In The Bayou Grade 1				9780021195954	
	Reading Wonders Literature Big Book Story Of Martin Luther King, Jr Grade 1				9780021195961	
	Reading Wonders Literature Big Book Me On The Map Grade 1				9780021195978	
	Reading Wonders Literature Big Book A Second Is A Hiccup Grade 1				9780021195985	
	Reading Wonders Literature Big Book Mystery Vine A Pumpkin Surprise Grade 1				9780021195992	
	Reading Wonders Literature Big Book Interrupting Chicken Grade 1				9780021232208	
	Reading Wonders Literature Big Book The Last Train Grade 1				9780021196012	
	Reading Wonders Literature Big Book Where Does Food Come From Grade 1				9780021195145	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 2	SHANAHAN, ET AL	2014	2	9780021190607	Highly Recommended as a comprehensive program 87% CCSS 87% Material Analysis
	Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited. Overall, this is a complete program that challenges students to think when they read and write. The supplemental pieces are good resources. This was scored based on the inclusion of these resources. Without the decodable readers and leveled readers an integral part of practice for CCSS would be missing.					
	Key Features: Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.					
	The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.					
	Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.					
	Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.					
	Reading Wonders Student Workspace 6 Year Subscription Grade 2				9780021195091	
	Reading Wonders Comprehensive Program 6 Year Subscription Grade 2				9780021190201	
Reading Wonders Reading Writing Workshop Grade 2				9780021188666		
Reading Wonders Literature Anthology Grade 2				9780021187928		

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McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 2 CONT.					
	Reading Wonders Teacher Edition Package Grade 2				9780021190195	
	Reading Wonders Teacher Edition Volume 1 Grade 2				9780021187867	
	Reading Wonders Teacher Edition Volume 2 Grade 2				9780021187874	
	Reading Wonders Teacher Edition Volume 3 Grade 2				9780021187881	
	Reading Wonders Teacher Edition Volume 4 Grade 2				9780021187898	
	Reading Wonders Teacher Edition Volume 5 Grade 2				9780021187904	
	Reading Wonders Teacher Edition Volume 6 Grade 2				9780021187911	
	Reading Wonders Reading/Writing Workshop 6 Year Subscription Grade 2				9780021190218	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 2				9780021290574	
	Reading Wonders Your Turn Practice Book Grade 2				9780021188673	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 2				9780021274789	
	Reading Wonders Leveled Reader Library Package Approaching Grade 2				9780021186723	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 2				9780021274796	
	Reading Wonders Leveled Reader Library Package On-Level Grade 2				9780021190515	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 2				9780021274802	
	Reading Wonders Leveled Reader Library Package Beyond Grade 2				9780021190522	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade 2				9780021274819	
	Reading Wonders Leveled Reader Library Package ELL Grade 2				9780021186983	
	Reading Wonders Decodable Reader Package 6 Of 6 Grade 2				9780021275007	
	Reading Wonders Workstation Activity Cards Package Grade 2				9780021186990	
	Reading Wonders Visual Vocabulary Cards Grade 2				9780021189250	
	Reading Wonders Interactive Read Aloud Cards Grade 2				9780021187775	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders High Frequency Word Cards Grade 2				9780021190225	
	Reading Wonders Photo Cards Grade K-2				9780021195596	
	Reading Wonders Reading Response Boards Grade 2-6				9780021189632	
	Reading Wonders Weekly Assessment Grade 2				9780021270897	
	Reading Wonders Unit Assessment Grade 2				9780021270965	
	Reading Wonders Benchmark Assessment Grade 2				9780021270835	
	Reading Wonders Classroom Trade Book Library Grade 2				9780021296996	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 2				9780021198528	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 3	SHANAHAN, ET AL	2014	3	9780021192229	Highly Recommended as a comprehensive program 100% CCSS 98% Material Analysis
	<p>Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited.</p> <p>Key Features:</p> <p>Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.</p> <p>The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.</p> <p>Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.</p> <p>Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.</p>					
	Reading Wonders Student Workspace 6 Year Subscription Grade 3				9780021194971	
	Reading Wonders Comprehensive Program 6 Year Subscription Grade 3				9780021190652	
	Reading Wonders Reading Writing Workshop Grade 3				9780021191116	
	Reading Wonders Literature Anthology Grade 3				9780021189984	

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

Material Analysis=A comprehensive look at the material outside of meeting standards.

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 3 CONT.					
	Reading Wonders Teacher Edition Package Grade 3				9780021192205	
	Reading Wonders Teacher Edition Volume 1 Grade 3				9780021186655	
	Reading Wonders Teacher Edition Volume 2 Grade 3				9780021186662	
	Reading Wonders Teacher Edition Volume 3 Grade 3				9780021186679	
	Reading Wonders Teacher Edition Volume 4 Grade 3				9780021186686	
	Reading Wonders Teacher Edition Volume 5 Grade 3				9780021186693	
	Reading Wonders Teacher Edition Volume 6 Grade 3				9780021186709	
	Reading Wonders Reading Writing Workshop 6 Year Subscription Grade 3				9780021192212	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 3				9780021290581	
	Reading Wonders Your Turn Practice Book Grade 3				9780021189991	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 3				9780021274826	
	Reading Wonders Leveled Reader Library Package Approaching Grade 3				9780021191956	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 3				9780021274833	
	Reading Wonders Leveled Reader Library Package On-Level Grade 3				9780021186235	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 3				9780021274840	
	Reading Wonders Leveled Reader Library Package Beyond Grade 3				9780021186242	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade 3				9780021274857	
	Reading Wonders Leveled Reader Library Package ELL Grade 3				9780021185801	
	Reading Wonders Workstation Activity Cards Package Grade 3				9780021191642	
	Reading Wonders Visual Vocabulary Cards Grade 3				9780021187829	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders Reading Response Boards Grade 2-6				9780021189632	
	Reading Wonders High Frequency Word Cards Grade 3-6				9780021188208	
	Reading Wonders Weekly Assessment Grade 3				9780021270903	
	Reading Wonders Unit Assessment Grade 3				9780021270972	
	Reading Wonders Benchmark Assessment Grade 3				9780021270842	
	Reading Wonders - Classroom Trade Book Library Grade 3				9780021297009	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 3				9780021194988	

2013 Committee Recommendations

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 4	SHANAHAN, ET AL	2014	4	9780021186877	Highly Recommended as a comprehensive program 97% CCSS 98% Material Analysis
	Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited. Incorporates short research projects with an overall project. Compares and contrasts reading passages and includes Reader’s Theater for each unit. Because the longer literature pieces are in the second textbook and there are a lot of ancillary pieces it is going o be expensive!					
	Key Features: Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.					
	The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.					
	Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.					
	Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.					
	Reading Wonders Reading Writing Workshop Grade 4				9780021190560	
	Reading Wonders - Literature Anthology Grade 4				9780021142477	
Reading Wonders Student Workspace 6 Year Subscription Grade 4				9780021194995		
Reading Wonders Comprehensive Program 6 Year Subscription Grade 4				9780021185931		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 4 CONT.					
	Reading Wonders Teacher Edition Package Grade 4				9780021185917	
	Reading Wonders Teacher Edition Volume 1 Grade 4				9780021187355	
	Reading Wonders Teacher Edition Volume 2 Grade 4				9780021187362	
	Reading Wonders Teacher Edition Volume 3 Grade 4				9780021187379	
	Reading Wonders Teacher Edition Volume 4 Grade 4				9780021187386	
	Reading Wonders Teacher Edition Volume 5 Grade 4				9780021187393	
	Reading Wonders - Teacher Edition Volume 6 Grade 4				9780021142415	
	Reading Wonders Reading/Writing Workshop 6 Year Subscription Grade 4				9780021186822	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 4				9780021290598	
	Reading Wonders Your Turn Practice Book Grade 4				9780021190577	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 4				9780021274864	
	Reading Wonders Leveled Reader Library Package Approaching Grade 4				9780021187478	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 4				9780021274871	
	Reading Wonders Leveled Reader Library Package On-Level Grade 4				9780021192182	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 4				9780021274888	
	Reading Wonders Leveled Reader Library Package Beyond Grade 4				9780021186006	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade 4				9780021274895	
	Reading Wonders Leveled Reader Library Package ELL Grade 4				9780021186013	
	Reading Wonders Workstation Activity Cards Package Grade 4				9780021186952	
	Reading Wonders Visual Vocabulary Cards Grade 4				9780021186976	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders Reading Response Boards Grade 2-6				9780021189632	
	Reading Wonders High Frequency Word Cards Grade 3-6				9780021188208	
	Reading Wonders Weekly Assessment Grade 4				9780021270910	
	Reading Wonders Unit Assessment Grade 4				9780021270989	
	Reading Wonders Benchmark Assessment Grade 4				9780021270859	
	Reading Wonders - Classroom Trade Book Library Grade 4				9780021297016	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 4				9780021195008	

2013 Committee Recommendations

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 5	SHANAHAN, ET AL	2014	5	9780021193936	Highly Recommended as a comprehensive program 89% CCSS 98% Material Analysis	
	<p>Notes: The evaluations completed were based on the program as a whole. If only the minimal is purchased much of the objectives of the CCSS are very limited.</p> <p>Key Features:</p> <p>Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.</p> <p>The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.</p> <p>Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.</p> <p>Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.</p>						
	Reading Wonders Student Workspace 6 Year Subscription Grade 5				9780021195015		
	Reading Wonders Comprehensive Program 6 Year Subscription Grade 5				9780021193523		
	Reading Wonders Reading Writing Workshop Grade 5				9780021191864		
	Reading Wonders Literature Anthology Grade 5				9780021192236		

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.	Reading Wonders Digital Program 6 Year Subscription Grade 5 CONT.					
	Reading Wonders Teacher Edition Package Grade 5				9780021193622	
	Reading Wonders Teacher Edition Volume 1 Grade 5				9780021191857	
	Reading Wonders Teacher Edition Volume 2 Grade 5				9780021190287	
	Reading Wonders Teacher Edition Volume 3 Grade 5				9780021190614	
	Reading Wonders Teacher Edition Volume 4 Grade 5				9780021190621	
	Reading Wonders Teacher Edition Volume 5 Grade 5				9780021190638	
	Reading Wonders Teacher Edition Volume 6 Grade 5				9780021190645	
	Reading Wonders Reading Writing Workshop 6 Year Subscription Grade 5				9780021193929	
	Reading Wonders National Literature Anthology Print & Digital 6 Yr Subsc Grade 5				9780021290611	
	Reading Wonders Your Turn Practice Book Grade 5				9780021192243	
	Reading Wonders Leveled Reader Package 1 Of 30 Approaching Grade 5				9780021274901	
	Reading Wonders Leveled Reader Package Approaching Grade 5				9780021193950	
	Reading Wonders Leveled Reader Package 1 Of 30 On-Level Grade 5				9780021274918	
	Reading Wonders Leveled Reader Package On-Level Grade 5				9780021193967	
	Reading Wonders Leveled Reader Package 1 Of 30 Beyond Grade 5				9780021274925	
	Reading Wonders Leveled Reader Library Package Beyond Grade 5				9780021193707	
	Reading Wonders Leveled Reader Package 1 Of 30 ELL Grade 5				9780021274932	
	Reading Wonders Leveled Reader Library Package ELL Grade 5				9780021192977	
	Reading Wonders Workstation Activity Cards Package Grade 5				9780021193257	
	Reading Wonders Visual Vocabulary Cards Grade 5				9780021192304	
	Reading Wonders Sound Spelling Large Cards Grade K-6				9780021195152	
	Reading Wonders Sound Spelling Small Cards Grade K-6				9780021195565	
	Reading Wonders Reading Response Boards Grade 2-6				9780021189632	
	Reading Wonders High Frequency Word Cards Grade 3-6				9780021188208	
	Reading Wonders Weekly Assessment Grade 5				9780021270927	
	Reading Wonders Unit Assessment Grade 5				9780021270996	
	Reading Wonders Benchmark Assessment Grade 5				9780021270866	
	Reading Wonders Classroom Library Package Grade 5				9780021297023	
	Reading Wonders Teacher Workspace 6 Year Subscription Grade 5				9780021195022	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	K	9781133900559	Recommended as a comprehensive program 80.4% CCSS 89.3% Material Analysis
	Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Recommended to purchase all materials to meet all CCSS. This needs to be adopted as a whole program to include all ancillary pieces.					
	Key Features: <u>Student Anthology</u> Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included. <u>Leveled Libraries</u> Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework. <u>Teacher’s Edition</u> The Teacher’s Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time. <u>Assessment</u> Weekly Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies Unit Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading Additional Assessments and Tools: <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures					
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set				9781133900566	
	Reach for Reading Classroom Set with Leveled Library Classroom Set and Practice Books				9781133900573	
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set and Practice Books				9781133900580	
	Reach for Reading Read On Your Own Books Single-Copy Set				9781133900191	

2013 Committee Recommendations

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set K CONT.					
	Reach for Reading Leveled Library Classroom Set				9781285346571	
	Reach for Reading Leveled Library Single-Copy Set				9781133900290	
	Reach for Reading Teacher's Edition Set (9 Volumes)				9781133900795	
	Reach for Reading Teacher's Edition, Unit 1				9781133828013	
	Reach for Reading Teacher's Edition, Unit 2				9781133828020	
	Reach for Reading Teacher's Edition, Unit 3				9781133828037	
	Reach for Reading Teacher's Edition, Unit 4				9781133828044	
	Reach for Reading Teacher's Edition, Unit 5				9781133828051	
	Reach for Reading Teacher's Edition, Unit 6				9781133828068	
	Reach for Reading Teacher's Edition, Unit 7				9781133828075	
	Reach for Reading Teacher's Edition, Unit 8				9781133828082	
	Reach for Reading Teacher's Edition, Unit 9				9781133828099	
	Reach for Reading Teacher Resource Package				9781133900207	
	Reach for Reading Read with Me Big Books Set				9781133900269	
	Reach for Reading Teamwork Activities Flip Chart 4-Pack				9780736282413	
	Reach for Reading Teamwork Activities Flip Chart				9780736279659	
	Reach for Reading Vocabulary Builders and CD				9780736287999	
	Reach for Reading Vocabulary Builders				9780736274883	
	Reach for Reading Vocabulary Builders CD				9780736281331	
	Reach for Reading Alphachant Lap Books Set				9780736216449	
	Reach for Reading Phonics Picture Cards				9780736279741	
	Reach for Reading Sound-Spelling Cards Set				9781133900184	
	Reach for Reading Benchmark Test Masters				9781285037981	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	1	9781133900597	Recommended as a comprehensive program 79.3% CCSS 94.2% Material Analysis	
	<p>Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Very strong in speaking and listening. Very engaging and appealing material. Writing and language tie in well to the text but reading foundational skills are weak.</p> <p>Key Features:</p> <p><u>Student Anthology</u></p> <p>Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included.</p> <p><u>Leveled Libraries</u></p> <p>Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework.</p> <p><u>Teacher’s Edition</u></p> <p>The Teacher’s Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time.</p> <p><u>Assessment</u></p> <p>Weekly Tests include:</p> <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies <p>Unit Tests include:</p> <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading <p>Additional Assessments and Tools:</p> <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures						
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set				9781133900603		
	Reach for Reading Classroom Set with Leveled Library Classroom Set and Practice Books				9781133900610		
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set and Practice Books				9781133900627		
	Reach for Reading Student Anthology Set (2 Volumes)				9780736282345		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set 1 CONT.					
	Reach for Reading Student Anthology, Volume 1				9780736274258	
	Reach for Reading Student Anthology, Volume 2				9780736274265	
	Reach for Reading Practice Book Set (2 Volumes)				9781133900160	
	Reach for Reading Practice Book, Volume 1				9781133899594	
	Reach for Reading Practice Book, Volume 2				9781133899600	
	Reach for Reading Read On Your Own Books Classroom Set				9781285346632	
	Reach for Reading Read On Your Own Books Single-Copy Set				9780736280891	
	Reach for Reading Leveled Library Classroom Set				9781285346588	
	Reach for Reading Leveled Library Single-Copy Set				9781133900306	
	Reach for Reading Teacher's Edition Set (8 Volumes)				9781133900115	
	Reach for Reading Teacher's Edition, Unit 1				9780736296366	
	Reach for Reading Teacher's Edition, Unit 2				9780736296373	
	Reach for Reading Teacher's Edition, Unit 3				9780736296380	
	Reach for Reading Teacher's Edition, Unit 4				9780736296397	
	Reach for Reading Teacher's Edition, Unit 5				9780736296403	
	Reach for Reading Teacher's Edition, Unit 6				9780736296410	
	Reach for Reading Teacher's Edition, Unit 7				9780736296427	
	Reach for Reading Teacher's Edition, Unit 8				9780736296434	
	Reach for Reading Teacher Resource Package				9781133900214	
	Reach for Reading Read with Me Big Books Set				9781133900276	
	Reach for Reading Cross-Curricular Teamwork Activities 4-Pack				9780736282420	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736274678	
	Reach for Reading Language and Literacy Teamwork Activities 4-Pack				9780736282437	
	Reach for Reading Language and Literacy Teamwork Activities				9780736274685	
	Reach for Reading Read with Me Selection and Fluency Models CDs (2 CDs)				9780736282147	
	Reach for Reading Sing with Me Language Songs CDs				9781133899778	
	Reach for Reading Sing with Me Phonics Songs Big Book				9780736279727	
	Reach for Reading Sing with Me Phonics Songs CDs				9781133899662	
	Reach for Reading Phonics Picture Cards				9780736279741	
	Reach for Reading Sound/Spelling Cards				9780736282086	
	Reach for Reading Write-On/Wipe-Off Boards (6 boards and pens)				9780736259736	
	Reach for Reading Benchmark Test Masters				9781285037998	
	Reach for Reading ExamView® CD-ROM				9781285272627	
	Reach for Reading eAssessment Comprehensive Subscription (per student/year)				9781285346687	
	Reach for Reading eAssessment Comprehensive Subscription Classroom Set				9781285346694	
	Reach for Reading Comprehension Coach 12-month subscription				9780736294362	
	Reach for Reading Language and Literacy Teamwork Activities				9780736274685	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	2	9781133900634	Recommended as a comprehensive program 86% CCSS 90.3% Material Analysis
	Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Key Features: <u>Student Anthology</u> Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included. <u>Leveled Libraries</u> Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework. <u>Teacher's Edition</u> The Teacher's Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time. <u>Assessment</u> Weekly Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies Unit Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading Additional Assessments and Tools: <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures					
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set				9781133900641	
	Reach for Reading Classroom Set with Leveled Library Classroom Set and Practice Books				9781133900658	
	Reach for Reading Classroom Set with Leveled Library Single-Copy Set and Practice Books				9781133900665	
	Reach for Reading Student Anthology				9780736274272	
	Reach for Reading Practice Book Set (2 Volumes)				9781133900177	
	Reach for Reading Practice Book, Volume 1				9781133899617	

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Correlation to the CCSS: www.sde.idaho.gov/site/common/english

Material Analysis=A comprehensive look at the material outside of meeting standards.

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set 2 CONT.					
	Reach for Reading Practice Book, Volume 2				9781133899624	
	Reach for Reading Read On Your Own Books Single-Copy Set				9780736280884	
	Reach for Reading Leveled Library Classroom Set				9781285346595	
	Reach for Reading Leveled Library Single-Copy Set				9781133900313	
	Reach for Reading Teacher's Edition Set (8 Volumes)				9781133900122	
	Reach for Reading Teacher's Edition, Unit 1				9780736296441	
	Reach for Reading Teacher's Edition, Unit 2				9780736296458	
	Reach for Reading Teacher's Edition, Unit 3				9780736296465	
	Reach for Reading Teacher's Edition, Unit 4				9780736296472	
	Reach for Reading Teacher's Edition, Unit 5				9780736296489	
	Reach for Reading Teacher's Edition, Unit 6				9780736296496	
	Reach for Reading Teacher's Edition, Unit 7				9780736296502	
	Reach for Reading Teacher's Edition, Unit 8				9780736296519	
	Reach for Reading Teacher Resource Package				9781133900221	
	Reach for Reading Read with Me Big Books Single-Copy Set				9781133900283	
	Reach for Reading Cross-Curricular Teamwork Activities 4-Pack				9780736282444	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736274692	
	Reach for Reading Language & Literacy Teamwork Activities 4-Pack				9780736282451	
	Reach for Reading Language & Literacy Teamwork Activities				9780736274708	
	Reach for Reading Read with Me Selection CDs Set				9780736282178	
	Reach for Reading Sing with Me Language Songs, CD Set				9781133899822	
	Reach for Reading Sing with Me Phonics Songs Big Book				9780736279734	
	Reach for Reading Sing with Me Phonics Songs CD Set				9781133899679	
	Reach for Reading Phonics Picture Cards				9780736279741	
	Reach for Reading Sound-Spelling Cards				9780736282086	
	Reach for Reading Write-On/Wipe-Off Boards (6 boards and pens)				9780736259736	
	Reach for Reading Benchmark Test Masters				9781285038001	
	Reach for Reading ExamView® CD-ROM				9781285272634	
	Reach for Reading eAssessment Comprehensive Subscription (per student/year)				9781285346687	
	Reach for Reading eAssessment Comprehensive Subscription Classroom Set				9781285346694	
	Reach for Reading Comprehension Coach 12-month subscription				9780736294379	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	3	9781133900672	Recommended as a comprehensive program 86% CCSS 96% Material Analysis	
	<p>Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Very strong throughout with the exception of language. Language would need to be supplemented. Very strong on discussion and writing. Includes daily interventions for all learners (including high students and ELL support).</p> <p>Key Features:</p> <p><u>Student Anthology</u> Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included.</p> <p><u>Leveled Libraries</u> Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework.</p> <p><u>Teacher’s Edition</u> The Teacher’s Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time.</p> <p><u>Assessment</u> Weekly Tests include:</p> <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies <p>Unit Tests include:</p> <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading <p>Additional Assessments and Tools:</p> <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures						
	Reach for Reading Classroom Set with Small Group Single-Copy Set				9781133900689		
	Reach for Reading Classroom Set with Small Group Classroom Set and Practice Books				9781133900696		
	Reach for Reading Classroom Set with Small Group Single-Copy Set and Practice Books				9781133900702		
	Reach for Reading Student Anthology				9780736274289		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set 3 CONT.					
	Reach for Reading Practice Book				9781133899631	
	Reach for Reading Small Group Library Classroom Set				9781285346601	
	Reach for Reading Small Group Library Single-Copy Set				9781133900320	
	Reach for Reading Explorer Books Collection Classroom Set				9781285346656	
	Reach for Reading Explorer Books Collection Single-Copy Set				9781133900382	
	Reach for Reading Teacher's Edition Set (8 Volumes)				9781133900139	
	Reach for Reading Teacher's Edition, Unit 1				9780736296526	
	Reach for Reading Teacher's Edition, Unit 2				9780736296533	
	Reach for Reading Teacher's Edition, Unit 3				9780736296540	
	Reach for Reading Teacher's Edition, Unit 4				9780736296557	
	Reach for Reading Teacher's Edition, Unit 5				9780736296564	
	Reach for Reading Teacher's Edition, Unit 6				9780736296571	
	Reach for Reading Teacher's Edition, Unit 7				9780736296588	
	Reach for Reading Teacher's Edition, Unit 8				9780736296595	
	Reach for Reading Teacher Resource Package				9781133900238	
	Reach for Reading Cross-Curricular Teamwork Activities 4-Pack				9780736282468	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736274715	
	Reach for Reading Language & Literacy Teamwork Activities 4-Pack				9780736282475	
	Reach for Reading Language & Literacy Teamwork Activities				9780736274722	
	Reach for Reading Read with Me Selection CD Set				9780736282208	
	Reach for Reading Sing with Me Language Songs, CD Set				9781133899877	
	Reach for Reading Benchmark Test Masters				9781285038018	
	Reach for Reading ExamView® CD-ROM				9781285272641	
	Reach for Reading eAssessmentComprehensive Subscription (per student/year)				9781285346687	
	Reach for Reading eAssessment Comprehensive Subscription Classroom Set				9781285346694	
	Reach for Reading Comprehension Coach 12-month subscription				9780736294386	
	Reach for Reading Reach Into Phonics Kit for Grades 3-5				9780736281485	
	Reach for Reading Teacher's Edition				9780736279680	
	Reach for Reading Practice Book Blackline Masters				9780736283113	
	Reach for Reading Practice Book Teacher's Annotated Edition				9780736279789	
	Reach for Reading Sound/Spelling Cards				9780736282086	
	Reach for Reading Practice Book				9780736279710	
	Reach for Reading Phonics Picture Cards				9780736279741	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	4	9781133900719	Recommended as a comprehensive program 91% CCSS 95% Material Analysis
	Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Writing process is very fast paced, but lots of opportunity if time is available. Strong informational text. Great variety. Key Features: <u>Student Anthology</u> Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included. <u>Leveled Libraries</u> Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework. <u>Teacher’s Edition</u> The Teacher’s Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time. <u>Assessment</u> Weekly Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies Unit Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading Additional Assessments and Tools: <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures					
	Reach for Reading Classroom Set with Small Group Single-Copy Set				9781133900726	
	Reach for Reading Classroom Set with Small Group Classroom Set and Practice Books				9781133900733	
	Reach for Reading Classroom Set with Small Group Single-Copy Set and Practice Books				9781133900740	
	Reach for Reading Student Anthology				9780736274296	
	Reach for Reading Practice Book				9781133899648	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set 4 CONT.					
	Reach for Reading Small Group Library Classroom Set				9781285346618	
	Reach for Reading Small Group Library Single-Copy Set				9781133900337	
	Reach for Reading Explorer Books Collection Classroom Set				9781285346663	
	Reach for Reading Explorer Books Collection Single-Copy Set				9781133900399	
	Reach for Reading Teacher's Edition Set (8 Volumes)				9781133900146	
	Reach for Reading Teacher's Edition, Unit 1				9780736296601	
	Reach for Reading Teacher's Edition, Unit 2				9780736296618	
	Reach for Reading Teacher's Edition, Unit 3				9780736296625	
	Reach for Reading Teacher's Edition, Unit 4				9780736296632	
	Reach for Reading Teacher's Edition, Unit 5				9780736296649	
	Reach for Reading Teacher's Edition, Unit 6				9780736296656	
	Reach for Reading Teacher's Edition, Unit 7				9780736296663	
	Reach for Reading Teacher's Edition, Unit 8				9780736296670	
	Reach for Reading Teacher Resource Package				9781133900245	
	Reach for Reading Cross-Curricular Teamwork Activities 4-Pack				9780736282482	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736274739	
	Reach for Reading Language & Literacy Teamwork Activities 4-Pack				9780736282499	
	Reach for Reading Language & Literacy Teamwork Activities				9780736274746	
	Reach for Reading Read with Me Selection CD Set				9780736282246	
	Reach for Reading Sing with Me Language Songs, CD Set				9781133899921	
	Reach for Reading Benchmark Test Masters				9781285038025	
	Reach for Reading ExamView® CD-ROM				9781285272658	
	Reach for Reading eAssessment Comprehensive Subscription (per student/year)				9781285346687	
	Reach for Reading eAssessment Comprehensive Subscription Classroom Set				9781285346694	
	Reach for Reading Comprehension Coach 12-month subscription				9780736294393	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set	Various	Various	5	9781133900757	Recommended as a comprehensive program 90% CCSS 96% Material Analysis
	Notes: Books are at lower Lexile bands, but appear to have a higher qualitative band throughout. Writing process is very fast paced, but lots of opportunity if time is available. Strong informational text. Great variety. Key Features: <u>Student Anthology</u> Exclusive National Geographic selections of authentic, multicultural literature & informational texts by award-winning authors help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading to build reading, writing, and vocabulary skills. In addition, visually-supported before-reading and after-reading supports and on-page scaffolds are included. <u>Leveled Libraries</u> Leveled libraries support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning fiction classics and engaging nonfiction, including National Geographic books. For primary grades, leveled reading is organized around the guided reading levels and teachers have sixteen books to choose from over the course of the unit. For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework. <u>Teacher’s Edition</u> The Teacher’s Edition is divided by unit so teachers can easily use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, the TE includes easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time. <u>Assessment</u> Weekly Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Foundational Skills (Grades K-2)• Spelling• Reading Strategies Unit Tests include: <ul style="list-style-type: none">• Reading Comprehension• Vocabulary• Grammar and Writing• Oral Reading Additional Assessments and Tools: <ul style="list-style-type: none">• Reteaching Masters for Weekly and Unit Tests• Speaking and Listening Observation Log• Test-Taking Strategies• Benchmark Tests• Affective and Metacognitive Measures					
	Reach for Reading Classroom Set with Small Group Single-Copy Set				9781133900764	
	Reach for Reading Classroom Set with Small Group Classroom Set and Practice Books				9781133900771	
	Reach for Reading Classroom Set with Small Group Single-Copy Set and Practice Books				9781133900788	
	Reach for Reading Student Anthology				9780736274302	
	Reach for Reading Practice Book				9781133899655	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
National Geographic Learning d/b/a Cengage Learning, Inc.	Reach for Reading Classroom Set with Leveled Library Classroom Set 5 CONT.					
	Reach for Reading Small Group Library Classroom Set				9781285346625	
	Reach for Reading Small Group Library Single-Copy Set				9781133900344	
	Reach for Reading Explorer Books Collection Classroom Set				9781285346670	
	Reach for Reading Explorer Books Collection Single-Copy Set				9781133900405	
	Reach for Reading Teacher's Edition Set (8 Volumes)				9781133900153	
	Reach for Reading Teacher's Edition, Unit 1				9780736296687	
	Reach for Reading Teacher's Edition, Unit 2				9780736296694	
	Reach for Reading Teacher's Edition, Unit 3				9780736296700	
	Reach for Reading Teacher's Edition, Unit 4				9780736296717	
	Reach for Reading Teacher's Edition, Unit 5				9780736296724	
	Reach for Reading Teacher's Edition, Unit 6				9780736296731	
	Reach for Reading Teacher's Edition, Unit 7				9780736296748	
	Reach for Reading Teacher's Edition, Unit 8				9780736296755	
	Reach for Reading Teacher Resource Package				9781133900252	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736282505	
	Reach for Reading Cross-Curricular Teamwork Activities				9780736274753	
	Reach for Reading Language & Literacy Teamwork Activities				9780736282512	
	Reach for Reading Language & Literacy Teamwork Activities				9780736274760	
	Reach for Reading Read with Me Selection CD Set				9780736282284	
	Reach for Reading Sing with Me Language Songs, CD Set				9781133899976	
	Reach for Reading Benchmark Test Masters				9781285038032	
	Reach for Reading ExamView® CD-ROM				9781285272665	
	Reach for Reading eAssessment Comprehensive Subscription (per student/year)				9781285346687	
	Reach for Reading eAssessment Comprehensive Subscription Classroom Set				9781285346694	
	Reach for Reading Comprehension Coach 12-month subscription				9780736294409	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Reading Horizons	Reading Horizons Discovery Teacher's Kit	Heidi Hyte, Stacy Hurst	2012	K-3	9781623820794	Recommended as a component intervention program for Reading Foundational Skills and Language only K: 70% CCSS- Lang 75% Found. Skills 1 st : 80% CCSS- Lang 88% Found. Skills 2 nd : 67% CCSS- Lang 100% Found. Skills 3 rd : 50% CCSS- Lang 100% Found. Skills
	Notes: Recommended as a component/intervention program. Key Features: <ul style="list-style-type: none">Teacher's Manuals (six volumes divided by chapter for grades 1-3, two volumes for Kindergarten) - scripted, two-color printing756 Transfer Cards to help students practice and reinforce decoding skillsSix Wall Posters for student referenceGames Supplement includes high-engagement, differentiated activities for each lesson5 sample controlled-vocabulary Little Books help students transfer decoding skills to connected text (these are part of a set of 54 total Little Books that can be purchased separately)Enrichment CD with masters of games/activities and helpful teaching tips. * Similar kits also available for Special Education and Kindergarten teachers.					
	Reading Horizons Discovery Teacher's Manual 1				9780928424805	
	Reading Horizons Discovery Teacher's Manual 2				9780928424812	
	Reading Horizons Discovery Teacher's Manual 3				9780928424829	
	Reading Horizons Discovery Teacher's Manual 4				9780928424836	
	Reading Horizons Discovery Teacher's Manual 5				9780928424843	
	Reading Horizons Discovery Teacher's Manual 6				9780928424850	
	Tranfer Cards					
	Six Wall Posters					
	Games Supplement Manual				9781623820657	
	5 sample controlled-vocabulary Little Books help students transfer decoding skills to connected text (these are part of a set of 54 total Little Books that can be purchased separately)					
	Enrichment CD					
	Scholastic Inc	System 44 Next Generation-Upper Elementary with 20 Perpetual Student Licenses	Hasselbring	2014	5	
Notes: Highly engaging to reluctant readers. Strong phonemic awareness program with lots of nonfiction. Weak in literature and not higher level Lexiles. Key Features: System 44 Next Generation Elementary is a new foundational reading program for the most challenged readers in Grades 3-5. System 44 Next Generation is proven to help students master the foundational reading skills required for success with the Common Core through explicit instruction in phonics, comprehension, and writing.						
System 44 NG 44Book Student Edition--Upper Elementary (consumable)				9780545501217		
System 44 NG Decodable Digest				9780545501170		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	K	9781939648037	Recommended as a component program for Writing only 93% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. Demo videos lesson are very well done. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. The research-based, 100% K-5 Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Kindergarten units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. The daily lesson plans provided teach students by using a combination of drawing and writing. Kindergarten students are asked to write a variety of topics and gather information from provided sources, learn about the revising process, and explore digital tools. Kindergarten students will share their writing with others and learn capitalization, ending punctuation, phonetic spelling, use of high frequency words, question words, and some parts of speech such as nouns, verbs, and prepositions.				1 Year eWriteSteps Subscription Renewal	9781939648068
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	1	9781939648136	Recommended as a component program for Writing only 93% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. Website is not user friendly with having to download each lesson in order to view them. Videos are great! Lots of great opportunities to engage in different writing types. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. The research-based, 100% K-5 Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Grade 1 units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. Students will write a sequenced event or a short sequence of events, focus on a topic, gather information from provided sources, learn revision and editing by adding details, explore digital tools and share their writing with others. Students will also learn and practice nouns, proper nouns, possessive nouns, plural nouns, verbs, adjectives, conjunctions, determiners, prepositions, a variety of sentences (simple, compound, declarative, interrogative, imperative, and exclamatory), capitals, end punctuation, commas in a series, and spelling patterns.				1 Year eWriteSteps Subscription Renewal	9781939648167
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	2	9781939648235	Recommended as a component program for Writing only 79% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. ELA/Writing standards-program has multiple mini lessons/instruction in CCSS writing, but lessons should be more explicit in teacher direction. Writing instruction is done by several long units. Not always spiraling. Does imbed 6 traits. Not differentiated, had limited ELL support or peer collaboration. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. This research-based, 100% K-5 Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Grade 2 units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. Students will write a sequenced event or a short sequence of events, focus on a topic, write a two paragraph essay, use details, temporal words, linking words, and concluding statements, gather information from provided sources, revise and edit using the 6 Traits of Quality Writing, explore digital tools, share their writing with others. They will also practice and learn collective nouns, irregular plural nouns, reflexive pronouns, past tense, adjectives, adverbs, a variety of sentence structures, capitals, apostrophes, and spelling patterns.				1 Year eWriteSteps Subscription Renewal	9781939648266

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	3	9781939648334	Recommended as a component program for Writing only 50% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. This program might be a bit difficult for a teacher who needs more support to teach writing. It does have video tutorials. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. The research-based, 100% Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Grade 3 units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. Students will be able to use descriptive details, create a clear event sequencing, write for short periods of time as well as extended periods of time, examine a topic, write a five paragraph essay, use figurative language, gather information from provided sources, revise and edit using the Six Traits of Quality Writing, and use technology. Third grade students will learn and practice nouns, pronouns, verbs, adjectives, adverbs, irregular plural nouns, verb tenses, a variety of sentence structures, spelling patterns, capitals, quotations marks, possessives, and use conventional spelling rules.					
	1 Year eWriteSteps Subscription Renewal				9781939648365	
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	4	9781939648433	Recommended as a component program for Writing only 70% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. Great for revision, but as a whole there was not enough instruction about research or using evident to support writing. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. The research-based, 100% K-5 Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Grade 4 units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. Students will be able to use descriptive details, create clear event sequencing, write for short periods of time as well as extended periods of time, examine a topic, write a five paragraph essay, consider task, audience, and purpose, use figurative language, gather information from provided sources, revise and edit using the Six Traits of Quality Writing, and use technology. Fourth grade students will learn and practice complete sentences, capitals, quotation marks, coordinating conjunctions, spelling references, similes, metaphors, and antonyms.					
	1 Year eWriteSteps Subscription Renewal				9781939648464	
WriteSteps	eWriteSteps Subscription	Suzanne Klein	2013	5	9781939648532	Recommended as a component program for Writing only 64.3% CCSS- Writing
	Notes: Platform is not very user friendly, but nice once you got to program. Strong writing process. Key Features: eWriteSteps is an innovative, web-based learning portal for teachers that includes all of WriteSteps' daily writing lesson plans in a digital format. This research-based, 100% K-5 Common Core writing and grammar program empowers teachers to prepare students for Common Core testing and a lifetime of confident writing. eWriteSteps can be used with interactive white boards, visual projectors, and document cameras. Included are accompanying student visual aids, streamed videos of modeled lessons, print and video updates, and parent resources. Grade 5 units fulfill all of the Common Core standards for writing and grammar. Common Core text types covered include narrative, informative/explanatory, opinion, and research writing. Daily lesson plans teach students to use descriptive details, event sequencing, covers writing for short periods of time as well as extended periods of time, consider task, audience, and purpose, examine a topic, write a 5 paragraph essay, use figurative language, gather information from provided sources, revise and edit using Six Traits of Quality Writing, use technology. Students will learn and practice conjunctions, prepositions, interjections, verb tenses, commas, quotation marks, spelling references, similes, metaphors and adages.					
	1 Year eWriteSteps Subscription Renewal				9781939648563	

2013 Committee Recommendations

Correlation to the CCSS: www.sde.idaho.gov/site/common/english

Material Analysis=A comprehensive look at the material outside of meeting standards.

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LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	K	9781453104149	Recommended as a component program for Writing only 100% CCSS- Writing
	Notes: It is sequential and easily implemented. The mentor texts will be of high interest to kindergarten students. The consumables are not necessary for the program to be effective. Key Features: <i>Strategies for Writers</i> is a complete writing and grammar program that introduces students to the writing process and six traits, laying the foundation that will prepare them to be confident, proficient, and effective 21 st century writers. Written to the Common Core State Standards, Grades K and 1: <ul style="list-style-type: none">encourage students to get their thoughts on paper by focusing on the writing process, andprovide instruction for emerging, developing, and advanced writers in each of the text types (Narratives, Informative/Explanatory pieces, and Opinion). The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					
	Strategies for Writers eTeaching Tools, 1 year Access, per teacher				9781453106976	
	Strategies for Writers Digital Resources, 1 yr access				9781453107072	
	Strategies for Writers Online Grammar Games and Proofreading Activities, 1 year access, per classroom, 30 students				9781453107171	
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	1	9781453104156	Recommended as a component program for Writing only 100% CCSS- Writing
	Notes: Very strong alignment with grade level writing standards. Extraneous texts such as consumables would not be a necessity to successfully implement this curriculum. Key Features: <i>Strategies for Writers</i> is a complete writing and grammar program that introduces students to the writing process and six traits, laying the foundation that will prepare them to be confident, proficient, and effective 21 st century writers. Written to the Common Core State Standards, Grades K and 1: <ul style="list-style-type: none">encourage students to get their thoughts on paper by focusing on the writing process, andprovide instruction for emerging, developing, and advanced writers in each of the text types (Narratives, Informative/Explanatory pieces, and Opinion). The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					
	Strategies for Writers eTeaching Tools, 1 year Access, per teacher				9781453106983	
	Strategies for Writers Digital Resources, 1 yr access				9781453107089	
	Strategies for Writers Online Grammar Games and Proofreading Activities, 1 year access, per classroom, 30 students				9781453107188	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	2	9781453107553	Recommended as a component program for Writing only
	Notes: An excellent, engaging writing program. Needs more explicit directed “author” presentation activities. Needs more whole class guided practice writing activities, similar to 1 st grade. Key Features: Strategies for Writers is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					93% CCSS- Writing
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	3	9781453107607	Recommended as a component program for Writing only
	Notes: Excellent resource for teachers, great rubrics, and graphic organizers. Way too many glitches in online technology. No differentiated instruction and the pacing is unrealistic. The elements of each writing genre should be broken down and taught more explicitly. Key Features: Strategies for Writers is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					67% CCSS- Writing
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	4	9781453107652	Recommended as a component program for Writing only
	Notes: Tough online layout. Key Features: Strategies for Writers is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					65% CCSS- Writing
Zaner-Bloser, Inc.	Strategies for Writers Classroom Package, 30 students	Zaner-Bloser	2013	5	9781453107706	Recommended as a component program for Writing only
	Notes: Needs an overhaul for the online instruction. Lack of user friendly interface makes it tough to navigate and use the features. Pacing is too quick and can lose the students in lower achievement areas. Key Features: Strategies for Writers is a complete writing and grammar program that prepares students to be confident, proficient, and effective 21 st century writers, ready for college and/or career. A consistent, straightforward lesson structure begins with genre-specific rubrics and student writing partners who complement teacher instruction and guide students through the writing process. Through six-trait, rubric-based instruction within a writing process approach, students write Narratives, Informative/Explanatory pieces, and Opinions or Arguments. The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.					79% CCSS- Writing

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	3	9780736794619	Recommended as a component resource program for Language only 33% CCSS- Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: <i>Word Wisdom</i> is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.				9780736792813	
	Word Wisdom Teacher Edition, Print				9780736792813	
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	4	9780736794626	Recommended as a component resource program for Language only 42% CCSS- Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: <i>Word Wisdom</i> is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.				9780736792820	
	Word Wisdom Teacher Edition, Print				9780736792820	
Zaner-Bloser, Inc.	Word Wisdom Student Edition, Print	Zaner-Bloser	2013	5	9780736794633	Recommended as a component resource program for Language only 50% CCSS- Language
	Notes: This program is meant to increase vocabulary skills, but does not reach many standards on a whole. Key Features: <i>Word Wisdom</i> is a research-based vocabulary program for listening, speaking, reading and writing. Students take ownership of new vocabulary and increase comprehension as they unlock words in meaningful context, process words through skill based activities, apply the new words, review words to reinforce their use and meaning, and demonstrate progress through regular assessment and on high stakes tests. In each unit, students work with vocabulary words through context clue strategies, Latin and Greek roots, and reference skills.				9780736792837	
	Word Wisdom Teacher Edition, Print				9780736792837	

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**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2013 RECOMMENDATIONS**

**English Language
Arts/Literacy
K-12 Dictionary/Thesaurus**

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Dictionary/Thesaurus K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Webster's New Roget's Pocket Thesaurus		2008	7-12	9780618953202	Recommended 87.5%
	The American Heritage First Dictionary		2013	PreK-1	9780547659565	Recommended 100%
	The American Heritage Children's Dictionary		2013	3-6	9780547659558	Recommended 100%
	The American Heritage Children's Thesaurus		2013	3-6	9780547659541	Recommended 100%
	100 Words Almost Everyone Mispronounces		2008	4-6	9780547148113	Recommended 83%
	The American Heritage Student Grammar Dictionary		2012	6-12	9780547472652	Recommended 100%
	The American Heritage Student Thesaurus		2013	7-10	9780547659169	Recommended 100%
	The American Heritage Picture Dictionary		2013	6-12	9780547659572	Recommended 87%
	The American Heritage Student Dictionary		2013	7-10	9780547659589	Recommended 100%
	The American Heritage Desk Dictionary, Fifth Edition		2012	6-12	9780547708133	Recommended 100%
	The American Heritage College Writer's Dictionary		2013	11-12	9780547857855	Recommended 85%
	The American Heritage Roget's Thesaurus		2013	11-12	9780547964065	Recommended 85%

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2013 RECOMMENDATIONS**

English Language
Arts/Literacy
LEP

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central -Student Edition	Jim Cummins, et al	2011	K	9780328634323	Recommended as a comprehensive LEP program 89% WIDA 79% Material Analysis
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none">Aligned to CCSS and WIDA Standards180 days of sustained instruction30 minute (plus) daily lessonsProvides support for 5 levels of language proficiencyFocuses on daily language production (oral and written)Offers daily Table Talk activities connected to writingOrganizes instruction with Unit level Concepts and Big QuestionsReinforces reading comprehension skillsDevelops vocabulary daily and in contextIntegrates Grammar and Phonics skills weeklyPresents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials					
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649228	
	Student Edition eText 1-Year License				9780328753543	
	Student Edition eText 6-Year License				9780328753871	
	Teacher's Edition				9781428435117	
	Teacher's Edition eText 1-Year License				9780328753628	
	Teacher's Edition eText 6-Year License				9780328753765	
	Teacher Resource DVD				9780328665938	
	English Language Development Posters				9780328384204	
	English Language Development Songbook				9780328398713	
	Progress Monitoring Assessments Teacher's Manual				9780328634866	
	English Language Development - Leveled Word Cards				9780328384587	
	AudioText CD				9780328664214	
	Song Book CD				9780328659616	
	Digital Path Assets DVD				9780328627325	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central -Student Edition Grade Package (includes 1.R & 1.1)	Jim Cummins, et al	2011	1	9780328651979	Recommended as a comprehensive LEP program 81% WIDA 80% Material Analysis	
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none"> Aligned to CCSS and WIDA Standards 180 days of sustained instruction 30 minute (plus) daily lessons Provides support for 5 levels of language proficiency Focuses on daily language production (oral and written) Offers daily Table Talk activities connected to writing Organizes instruction with Unit level Concepts and Big Questions Reinforces reading comprehension skills Develops vocabulary daily and in context Integrates Grammar and Phonics skills weekly Presents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials						
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649235		
	Student Edition eText 1-Year License				9780328753550		
	Student Edition eText 6-Year License				9780328753888		
	Teacher's Edition				9781428435124		
	Teacher's Edition eText 1-Year License				9780328753635		
	Teacher's Edition eText 6-Year License				9780328753772		
	Teacher Resource DVD				9780328665945		
	English Language Development Posters				9780328384211		
	Practice Book				9780328634811		
	Practice Book Answer Key				9780328634927		
	English Language Development Songbook				9780328398720		
	Progress Monitoring Assessments Teacher's Manual				9780328634873		
	English Language Development Leveled Word Cards				9780328384594		
	AudioText CD				9780328664221		
	Song Book CD				9780328659623		
	Digital Path Assets DVD				9780328627332		

2013 Committee Recommendations

Correlation to WIDA: <http://www.wida.us/standards/eld.aspx>

Material Analysis=A comprehensive look at the material outside of meeting standards.

CONSENT
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LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central - Student Edition	Jim Cummins, et al	2011	2	9780328634354	Recommended as a comprehensive LEP program 84% WIDA 88% Material Analysis	
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none">Aligned to CCSS and WIDA Standards180 days of sustained instruction30 minute (plus) daily lessonsProvides support for 5 levels of language proficiencyFocuses on daily language production (oral and written)Offers daily Table Talk activities connected to writingOrganizes instruction with Unit level Concepts and Big QuestionsReinforces reading comprehension skillsDevelops vocabulary daily and in contextIntegrates Grammar and Phonics skills weeklyPresents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials						
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649242		
	Student Edition eText 1-Year License				9780328753567		
	Student Edition eText 6-Year License				9780328753895		
	Teacher's Edition				9781428435131		
	Teacher's Edition eText 1-Year License				9780328753642		
	Teacher's Edition eText 6-Year License				9780328753789		
	Teacher Resource DVD				9780328665952		
	English Language Development Posters				9780328384228		
	Practice Book				9780328634828		
	Practice Book Answer Key				9780328634934		
	English Language Development Songbook				9780328398737		
	Progress Monitoring Assessments Teacher's Manual				9780328634880		
	English Language Development Leveled Word Cards				9780328384600		
	AudioText CD				9780328664238		
	Song Book CD				9780328659630		
	Digital Path Assets DVD				9780328627349		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central - Student Edition	Jim Cummins, et al	2011	3	9780328634361	Recommended as a comprehensive LEP program 85% WIDA 93% Material Analysis	
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none">Aligned to CCSS and WIDA Standards180 days of sustained instruction30 minute (plus) daily lessonsProvides support for 5 levels of language proficiencyFocuses on daily language production (oral and written)Offers daily Table Talk activities connected to writingOrganizes instruction with Unit level Concepts and Big QuestionsReinforces reading comprehension skillsDevelops vocabulary daily and in contextIntegrates Grammar and Phonics skills weeklyPresents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials						
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649259		
	Student Edition eText 1-Year License				9780328753574		
	Student Edition eText 6-Year License				9780328753901		
	Teacher's Edition				9781428435148		
	Teacher's Edition eText 1-Year License				9780328753659		
	Teacher's Edition eText 6-Year License				9780328753796		
	Teacher Resource DVD				9780328665969		
	English Language Development Posters				9780328384235		
	Practice Book				9780328634835		
	Practice Book Answer Key				9780328634941		
	Songbook				9780328658220		
	Progress Monitoring Assessments Teacher's Manual				9780328634897		
	English Language Development Leveled Word Cards				9780328384617		
	AudioText CD				9780328664245		
	Language Central Song Book CD				9780328659647		
	Digital Path Assets DVD				9780328627356		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central - Student Edition	Jim Cummins, et al	2011	4	9780328634378	Recommended as a comprehensive LEP program 85% WIDA 93% Material Analysis	
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none">Aligned to CCSS and WIDA Standards180 days of sustained instruction30 minute (plus) daily lessonsProvides support for 5 levels of language proficiencyFocuses on daily language production (oral and written)Offers daily Table Talk activities connected to writingOrganizes instruction with Unit level Concepts and Big QuestionsReinforces reading comprehension skillsDevelops vocabulary daily and in contextIntegrates Grammar and Phonics skills weeklyPresents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials						
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649266		
	Student Edition eText 1-Year License				9780328753581		
	Student Edition eText 6-Year License				9780328754021		
	Teacher's Edition				9781428435155		
	Teacher's Edition eText 1-Year License				9780328753666		
	Teacher's Edition eText 6-Year License				9780328754489		
	Teacher Resource DVD				9780328665976		
	English Language Development Posters				9780328384242		
	Practice Book				9780328634842		
	Practice Book Answer Key				9780328634958		
	Songbook				9780328658237		
	Progress Monitoring Assessments Teacher's Manual				9780328634903		
	English Language Development Leveled Word Cards				9780328384624		
	AudioText CD				9780328664252		
	Song Book CD				9780328659654		
	Digital Path Assets DVD				9780328627363		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central - Student Edition	Jim Cummins, et al	2011	5	9780328634385	Recommended as a comprehensive LEP program 85% WIDA 93% Material Analysis	
	Notes: The program is very repetitive and has limited lesson variety. Text is written at grade level of native speaking student and would need scaffolding for ELL student. Key Features: <ul style="list-style-type: none">Aligned to CCSS and WIDA Standards180 days of sustained instruction30 minute (plus) daily lessonsProvides support for 5 levels of language proficiencyFocuses on daily language production (oral and written)Offers daily Table Talk activities connected to writingOrganizes instruction with Unit level Concepts and Big QuestionsReinforces reading comprehension skillsDevelops vocabulary daily and in contextIntegrates Grammar and Phonics skills weeklyPresents Writing Process lessons by unit in grades 2-5 Provides intensive Newcomer support through specific, identified materials						
	Student Edition 6 year bundle (receive a new SE every year for 6 years)				9780328649273		
	Student Edition eText 1-Year License				9780328753598		
	Student Edition eText 6-Year License				9780328753925		
	Teacher's Edition				9781428435162		
	Teacher's Edition eText 1-Year License				9780328753673		
	Teacher's Edition eText 6-Year License				9780328753819		
	Teacher Resource DVD				9780328665983		
	English Language Development Posters				9780328384259		
	Practice Book				9780328634859		
	Practice Book Answer Key				9780328634965		
	English Language Development Songbook				9780328398768		
	Progress Monitoring Assessments Teacher's Manual				9780328634910		
	English Language Development Leveled Word Cards				9780328384631		
	AudioText CD				9780328664269		
	Song Book CD				9780328659661		
	Digital Path Assets DVD				9780328627370		

2013 Committee Recommendations

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LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*	
Pearson Education, Inc., publishing as Scott Foresman	Pearson Language Central - Newcomer	Jim Cummins, et al	2010	K-5		Recommended as a resource LEP program K-2: 57% WIDA 3-5: 51% WIDA	
	Notes: Language Central Newcomer is designed as a companion supplement to the Language Central core program. The publisher recommends the Newcomer test as a 14-hour introduction prior to starting the Langue Central curriculum. After review of the program, it was found that the time frame and pacing is unrealistic and students would be insufficiently prepared for participating in mainstream classroom contexts. There is an assumption that all newcomers will have some literacy and first language skills. The appeal of illustrations and format of the student text to learners across a three grade span is questionable, especially for grades 4 and 5. Sociocultural considerations are lacking. Not recommended as a standalone newcomer curriculum.						
	Key Features: <ul style="list-style-type: none"> Aligned to CCSS and WIDA Standards 180 days of sustained instruction 30 minute (plus) daily lessons Provides support for 5 levels of language proficiency Focuses on daily language production (oral and written) Offers daily Table Talk activities connected to writing Organizes instruction with Unit level Concepts and Big Questions Reinforces reading comprehension skills Develops vocabulary daily and in context Integrates Grammar and Phonics skills weekly Presents Writing Process lessons by unit in grades 2-5						
	Provides intensive Newcomer support through specific, identified materials						
	Pearson Language Central Ô -Newcomer Worktext (Student Edition)				K-2		9780328384495
	Newcomer Teacher's Edition				K-2		9780328384471
	Practice Book				K-2		9780328384068
	Newcomer Technology Resource Package				K-5		9780328441075
	Newcomer Worktext (Student Edition)				3-5		9780328384501
	Newcomer Teacher's Edition				3-5		9780328384488
	Newcomer Practice Book				3-5		9780328384075
	Newcomer Technology Resource Package				K-5		9780328441075

2013 Committee Recommendations

Correlation to WIDA: <http://www.wida.us/standards/eld.aspx>

Material Analysis=A comprehensive look at the material outside of meeting standards.

CONSENT
AUGUST 15, 2013

LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 6, Student Work Text 6-year fulfillment	Balderrama	2010	6	9780133168761	Recommended as a comprehensive LEP program 93% WIDA 77% Material Analysis
	Notes: There are explicit connections to CCSS and WIDA domains are integrated but the established routines is so repetitive that students will lose engagement (especially if they sue this for consecutive years). Many strategies for differentiation are offered; however, many suggestions are not high quality nor do they meet the needs of students at all of the language/learning levels. All units follow the same routine of short dialogue and short article. More variety in length, text type, and complexity is needed. This does meet WIDA standard 2 (Language of Language Arts) while briefly touching on the others. Key Features: <ul style="list-style-type: none">- Units are organized by concept and Big Questions- Consistent plan includes dialogues and nonfiction reading passages to practice vocabulary and comprehension skills- Language and Comprehension pages focus on skills- Collaborative Big Question activities encourage language development and build confidence coherent lesson plans that organize instruction around clear, attainable language and content objectives					
	Pearson Language Central Grade 6, Student Edition eText 6-year License				9780328753932	
	Pearson Language Central Grade 6, Student Edition eText CD-ROM				9780328765966	
	Pearson Language Central Grade 6, Teacher's Edition				9781428435179	
	Pearson Language Central Grade 6, Teacher Edition eText 6-year License				9780328753826	
	Pearson Language Central Grade 6, Teacher Edition eText CD-ROM				9780328765720	
	Pearson Language Central Grade 6, Newcomer Student Book				9780133675801	
	Pearson Language Central Grade 6, Vocabulary Cards				9780133677324	
	Pearson Language Central Grade 6, Review and Assess				9780133675184	
	Pearson Language Central Grade 6, Transparencies				9780133675238	
	Pearson Language Central Grade 6, Newcomer Book Teacher Guide				9780133675504	
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 7, Student Work Text 6-year fulfillment	Balderrama	2010	7	9780133168778	Recommended as a comprehensive LEP program 93% WIDA 70% Material Analysis
	Notes: These materials reference connections to the CCSS, although some are not well established. There is a lack of variety in the text length, genre, activities, and skills, which can cause students to lose engagement. Because some skills are so frequently repeated, other grade levels skills are not addressed (e.g., RL 7.3, RI 7.9, RL 7.10). There are strategies for differentiation included for nearly each activity. However, many of them are not high quality, nor do they meet the needs of a range of language learners. These materials are recommended, given that teachers supplement with other longer, varied readings and activities. Key Features: <ul style="list-style-type: none">- Units are organized by concept and Big Questions- Consistent plan includes dialogues and nonfiction reading passages to practice vocabulary and comprehension skills- Language and Comprehension pages focus on skills- Collaborative Big Question activities encourage language development and build confidence coherent lesson plans that organize instruction around clear, attainable language and content objectives					
	Pearson Language Central Grade 7, Student Edition eText 6-year License				9780328753949	
	Pearson Language Central Grade 7, Student Edition eText CD-ROM				9780328765973	
	Pearson Language Central Grade 7, Teacher's Edition				9781428435186	
	Pearson Language Central Grade 7, Teacher Edition eText 6-year License				9780328753833	
	Pearson Language Central Grade 7, Teacher Edition eText CD-ROM				9780328765737	
	Pearson Language Central Grade 7, Newcomer Student Book				9780133675801	

2013 Committee Recommendations

Correlation to WIDA: <http://www.wida.us/standards/eld.aspx>

Material Analysis=A comprehensive look at the material outside of meeting standards.

CONSENT
AUGUST 15, 2013

LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 7, Student Work Text 6-year fulfillment CONT.					
	Pearson Language Central Grade 7, Vocabulary Cards				9780133677331	
	Pearson Language Central Grade 7, Review and Assess				9780133675191	
	Pearson Language Central Grade 7, Transparencies				9780133675238	
	Pearson Language Central Grade 7, Newcomer Book Teacher Guide				9780133675504	
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 8, Student Work Text 6-year fulfillment	Balderrama	2010	8	9780133168792	Recommended as a comprehensive LEP program 93% WIDA 68% Material Analysis
	Notes: Again, there is alignment to WIDA for the Standard 2, the Language of Language Arts. However, through careful analysis of the materials, many weaknesses were found. The four language domains are present in all units. However, most of the activities are too supported (i.e., sentence frames throughout and short, simple texts) for high-level students. This may not lead to these students reaching a higher level of proficiency. Conversely, when students are given open writing prompts, there are not enough structures for students, or teachers. The writing often seems disconnected from the reading. When asked to create a poem on page 125, there are no models and it references an unknown reading book. Additionally, there are weak rubrics with unclear scoring. Furthermore, several CCSS are not addressed (SL 8.2 & 8.3, RL 8.7-8.10, RI 8.9).					
	Key Features: <ul style="list-style-type: none">- Units are organized by concept and Big Questions- Consistent plan includes dialogues and nonfiction reading passages to practice vocabulary and comprehension skills- Language and Comprehension pages focus on skills- Collaborative Big Question activities encourage language development and build confidence coherent lesson plans that organize instruction around clear, attainable language and content objectives					
	Pearson Language Central Grade 8, Student Edition eText 6-year License				9780328753956	
	Pearson Language Central Grade 8, Student Edition eText CD-ROM				9780328765980	
	Pearson Language Central Grade 8, Teacher's Edition				9781428435193	
	Pearson Language Central Grade 8, Teacher Edition eText 6-year License				9780328753840	
	Pearson Language Central Grade 8, Teacher Edition eText CD-ROM				9780328765744	
	Pearson Language Central Grade 8, Newcomer Student Book				9780133675801	
	Pearson Language Central Grade 8, Vocabulary Cards				9780133677379	
	Pearson Language Central Grade 8, Review and Assess				9780133675207	
	Pearson Language Central Grade 8, Transparencies				9780133675238	
	Pearson Language Central Grade 8, Newcomer Book Teacher Guide				9780133675504	

2013 Committee Recommendations

Correlation to WIDA: <http://www.wida.us/standards/eld.aspx>

Material Analysis=A comprehensive look at the material outside of meeting standards.

CONSENT
AUGUST 15, 2013

LEP K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 9, Student Work Text 6-year fulfillment	Balderrama	2010	9	9780133168808	Recommended as a comprehensive LEP program 88% WIDA 70% Material Analysis
	Notes: As previously noted in earlier grades for this set of materials, it was found it meets WIDA standard 2 sufficiently but weaknesses exist. The routine is repetitive, too supported, and prohibits student engagement (especially higher-level students). Themes and content are engaging and appropriate, as in debate, but there are concerns in regards to how the supports/scaffolds do not diminish as the text progresses. For example, texts should get longer and use more complex language and sentence frames should become more sparse. Another concern is about long term ELL's using this program for multiple years because it is so repetitive and predictable (follows the same format in each grade) that they will disengage. They also may not reach grade level proficiency due to the aforementioned gaps, etc. Additionally, some CCSS are not met, such as RL 9-10.7, RL 9-10.9, and RL 9 10.10. With all that said, there are many positives and this would be good to use if heavily supplemented. Key Features: <ul style="list-style-type: none">- Units are organized by concept and Big Questions- Consistent plan includes dialogues and nonfiction reading passages to practice vocabulary and comprehension skills- Language and Comprehension pages focus on skills- Collaborative Big Question activities encourage language development and build confidence coherent lesson plans that organize instruction around clear, attainable language and content objectives					
	Pearson Language Central Grade 9, Student Edition eText 6-year License				9780328753963	
	Pearson Language Central Grade 9, Student Edition eText CD-ROM				9780328765997	
	Pearson Language Central Grade 9, Teacher's Edition				9781428435209	
	Pearson Language Central Grade 9, Teacher Edition eText 6-year License				9780328753857	
	Pearson Language Central Grade 9, Teacher Edition eText CD-ROM				9780328765751	
	Pearson Language Central Grade 9, Newcomer Student Book				9780133675801	
	Pearson Language Central Grade 9, Review and Assess				9780133675214	
	Pearson Language Central Grade 9, Transparencies				9780133675238	
	Pearson Language Central Grade 9, Newcomer Book Teacher Guide				9780133675504	
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 10, Student Work Text 6-year fulfillment	Balderrama	2010	10	9780133168815	Recommended as a comprehensive LEP program 88% WIDA 70% Material Analysis
	Notes: Again, there is a strong alignment to WIDA Standard 2. There are gaps in alignment to CCSS (e.g., RI 9-10.9, RI 9-10.7, W9-10.9, SL 9-10.5). It would be nice to see the scaffolding diminish as both the grade levels progress and the text within a grade level progresses. Topics and themes are engaging and grade level appropriate, but the themes are too often repeated from grade to grade. These materials are recommended with hesitation. Teachers would need to supplement with different, authentic texts and other forms of media in order to engage students and meet CCSS. Key Features: <ul style="list-style-type: none">- Units are organized by concept and Big Questions- Consistent plan includes dialogues and nonfiction reading passages to practice vocabulary and comprehension skills- Language and Comprehension pages focus on skills- Collaborative Big Question activities encourage language development and build confidence coherent lesson plans that organize instruction around clear, attainable language and content objectives					
	Pearson Language Central Grade 10, Student Edition eText 6-year License				9780328753970	
	Pearson Language Central Grade 10, Student Edition eText CD-ROM				9780328766000	
	Pearson Language Central Grade 10, Teacher's Edition				9781428435216	
	Pearson Language Central Grade 10, Teacher Edition eText 6-year License				9780328753864	
	Pearson Language Central Grade 10, Teacher Edition eText CD-ROM				9780328765768	

2013 Committee Recommendations

Correlation to WIDA: <http://www.wida.us/standards/eld.aspx>

Material Analysis=A comprehensive look at the material outside of meeting standards.

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Pearson Education Inc., publishing as Prentice Hall	Pearson Language Central Grade 10, Student Work Text 6-year fulfillment CONT.					
	Pearson Language Central Grade 10, Newcomer Student Book				9780133675801	
	Pearson Language Central Grade 10, Review and Assess				9780133675221	
	Pearson Language Central Grade 10, Transparencies				9780133675238	
	Pearson Language Central Grade 10, Newcomer Book Teacher Guide				9780133675504	
Scholastic Inc.	English 3D Course I Instructional Materials Pack (TG with DVD, CD, Webinar,teacher copy of Issues Book and Language & Writing Portfolio)	Kinsella	2011	6	9780545396912	Highly Recommended as a comprehensive LEP program 88% WIDA 89% Material Analysis
	Notes: Great curriculum for long term ELL’s that already have acquired conversational language but lack linguistic skills to access complex secondary level content. This material aligns well to WIDA Standard 2 but it also addressed several of the other standards. The four language domains are systematically integrated into each unit and there’s clear alignment to the Language Arts CCSS. All of the texts used is non-fiction so it is recommended supplementing with fiction texts.					
	Key Features: Developed with Dr. Kate Kinsella, one of the nation’s leading scholars on instruction and achievement of secondary English learners in grades 6-10, English 3D is an English language development program designed to ensure proficiency in the “language of school”—the academic vocabulary, speaking, listening, and writing vital to success in school and life. The Goal of the program is to: •Engage students cognitively and linguistically in every lesson phase through structured, accountable responses and consistent, interactive instructional routines. •Explicitly teach high-leverage, portable language including vocabulary, sentence structure, and grammar that students can apply in academic and social contexts. •Offer daily contexts for students to productively interact with peers applying advanced social and academic language, critical thinking skills, and pragmatics. •Equip students with the language, knowledge, and skills to tackle the informational reading and writing demands of state and Common Core standards and assessments. •Make regular connections between course-work target language and literacy skills and the demands of college and the professional workplace. •Improve scholarly demeanor, study skills, and habits through modeling, accountability, encouragement, and high expectations. •Provide constructive, respectful, and timely feedback on language use, literacy skills, and scholarly comportment.					
	English 3D Course I Language and Writing Portfolio (consumable)				9780545394017	
	English 3D Course I Issues Book (hardcover)				9780545394000	

**IDAHO STATE CURRICULAR MATERIALS
SELECTION COMMITTEE
2013 RECOMMENDATIONS**

**Computer
Applications
K-12**

CONSENT
AUGUST 15, 2013

Computer Applications K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Cengage Learning	Revealed Premium Edition: Adobe Dreamweaver CS6, Flash CS6, and Photoshop CS6	Bishop/ Shuman/ Reding	2013	9-12	9781133815143	Recommended as a component program for computer applications 93% 86% Material Analysis
	Notes: Key Features: This one of a kind text features Adobe® Dreamweaver®, Adobe Flash®, and Adobe® Photoshop® in one resource, and provides practical experience with each software application through projects and learner-friendly tutorials. Also a full chapter on integration demonstrates how to move effortlessly from one application to another, while Power User Shortcuts and New Features icons point out key changes effective with the release of CS6. Web Collection Revealed Premium Edition provides the information and practice you need to build professional-quality Websites, using all three of these Adobe® applications! <ul style="list-style-type: none">☐ Coverage of new and updated Dreamweaver® CS6 features including HTML5, CSS3, and Multiscreen Preview and Media Queries.☐ Photoshop® chapters will introduce you to several new and updated features including customizing the UI, MiniBridge enhancements, layer filtering and Character and Paragraph styles.☐ Updated Flash® coverage includes new lessons to develop mobile applications (for smartphones and tablets) including creation of apps and testing apps on your mobile device, and lessons on how to develop AIR applications that can run on computers, mobile devices and televisions.☐ Includes an all-new chapter on using the Adobe® file management application, Adobe® Bridge, to manage all assets for any Creative Suite project.					
	Revealed Premium Edition: Adobe Dreamweaver CS6, Flash CS6, and Photoshop CS6, Instructor Companion Site				9781133815150	
Cengage Learning	Revealed: Adobe InDesign CS6, Photoshop CS6, & Illustrator CS6	Botello/ Reding	2013	9-12	9781133693239	Recommended as a component program for computer applications 93% 89% Material Analysis
	Notes: Key Features: The Design Collection Revealed provides comprehensive step-by-step instruction and in-depth explanation for three of today's most widely used design and layout programs: Adobe® InDesign® CS6, Adobe® Photoshop® CS6, and Adobe® Illustrator® CS6. You will gain practical experience with the software as you work through end-of-chapter learning projects and step-by-step tutorials. An integration chapter demonstrates how to move from one application to the other. Full-color illustrations and a user-friendly design combine to create a robust learning experience. <ul style="list-style-type: none">• InDesign® includes coverage of new CS6 features: Exporting a Grayscale PDF, the Content Collector Tool, and the Alternate Layout utility for working on multiple documents in one file.• Photoshop® chapters will introduce you to several new and updated features including customizing the UI, MiniBridge enhancements, layer filtering and Character and Paragraph styles.• Illustrator® chapters cover several new CS6 features, including a dynamic new interface and dramatic upgrades for pattern making and automatic image tracing.• Contains visually appealing full-color graphics that illustrate key concepts and skills.					
	Revealed: Adobe InDesign CS6, Photoshop CS6, & Illustrator CS6, Instructor Companion Website				9781133608097	

CONSENT
AUGUST 15, 2013

Computer Applications K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Cengage Learning	Adobe Photoshop CS6 Revealed	Reding	2013	9-12	9781133693222	Recommended as a component program for computer applications 93% 84% Material Analysis
	Notes: Key Features: Designed to provide you with cutting edge technology for sophisticated digital editing, Adobe® Photoshop® CS6 Revealed gives you a solid foundation in this industry-standard program. Real-world, practical examples and step-by-step instruction throughout offer well-rounded, comprehensive coverage of both artistic and technical features. With extensive four-color artwork and screenshots that support and clarify key concepts, Adobe® Photoshop® CS6 Revealed is a valuable resource that will give you the confidence you need to edit and enhance digital images with skill and ease. <ul style="list-style-type: none"> Covers all the latest Photoshop® CS6 tools—including the customizable UI, layer filtering, the Content-Aware Patch tool, 3D Extrude, Blur lab, Preview & Crop Box, Character and Paragraph Styles, and Adobe® Revel. Guides readers through the fundamentals of Photoshop® CS6 with extensive tutorials and sophisticated exercises. Progresses from basic to advanced Photoshop® techniques so that readers can build on the skills they acquire as they work their way through the book. Emphasizes the how and why behind each Photoshop® tool to help readers excel at design as well as master the software. All new features are highlighted throughout the text with a new features icon. 				9781133597353	
Cengage Learning	Digital Toolkit: A Project-Based Introduction to Adobe Photoshop CS6, Illustrator CS6 & InDesign CS6	Wood	2013	9-12	9781133602699	Recommended as a component program for computer applications 93% 89% Material Analysis
	Notes: Key Features: The Graphic Designer's Digital Toolkit, 6th Edition not only introduces you to the essential features of industry-standard software applications, but also gives you an understanding of how to integrate these programs into a seamless whole. Using a highly visual and project-based approach, this fully revised new edition examines Macintosh OS X Lion® and Windows 7® operating systems, as well the "Big 3" digital design programs used in the graphics industry today: Adobe® Illustrator® CS6, Adobe® Photoshop® CS6, and Adobe® InDesign® CS6. <ul style="list-style-type: none"> Updated Tools and Techniques: Tutorials in Adobe® Photoshop®, Illustrator®, and InDesign® now include new tools and techniques for the CS6 suite, as well as revised figure illustrations to demonstrate CS6's new darker interface. Improved Flow: In addition to new tutorials and enhancements to existing images, tutorial content has been revised so that each new skill builds upon a previous one, making content flow logically for students. New "Goodies": The online Goodies folder includes additional information, skills, tools, and techniques to support the version 6 Photoshop®, Illustrator®, and InDesign® applications. More Instructor Resources: Packed with more content, PowerPoint® slides, and teaching materials, the Instructor Resources make course preparation easier than ever. 				Digital Toolkit: A Project-Based Introduction to Adobe Photoshop CS6, Illustrator CS6 & InDesign CS6, Website	9781133606680

2013 Committee Recommendations

Correlation to Idaho Information & Communication Technology Standards:

http://www.sde.idaho.gov/site/content_standards/infoCommTechStandards.htm

CONSENT

Material Analysis=A comprehensive look at the material outside of meeting standards.

CONSENT
AUGUST 15, 2013

Computer Applications K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Cengage Learning	Interactive Media Design and Development with Adobe CS6	Bishop/Hartman	2013	9-12	9781133693277	Recommended as a component program for computer applications 93% 89% Material Analysis
	Notes: Key Features: Interactive Media Design and Development with Adobe® CS6 is a must-have learning resource for today's generation of digital content creators! Its hands-on approach to interactive media design, development, and process implementation puts you in charge of an actual interactive media project from start to finish. <ul style="list-style-type: none">Inclusive Approach: While focusing on tools and processes from Adobe® Creative Suite 6, the book also discusses lower-cost tools and open source software alternatives wherever appropriate to give students a complete perspective of possible design options.Timeless Practices: A solid overview of interface design principles, as well as usability, accessibility, and copyright considerations presents processes and concepts that remain effective as software and applications continue to evolve.Enlightening Features: "How We Did It" examples, "It's Your Turn" exercises, and "More to Explore" suggestions deliver media basics in text, visuals, animation, audio, and video while adding depth to chapter readings.Useful Strategies: Once students design an original interactive media project, applying the book's testing and marketing strategies helps them determine its potential viability in the real world.					
	Interactive Media Design and Development with Adobe CS6, Website				9781133815303	
EMC Publishing, LLC	Marquee Series: Microsoft Office 2013 (text with data files CD)	Rutkosky	2013	9-12	9780763852658	Recommended as a component program for computer applications 93% 91% Material Analysis
	Notes: Key Features: <ul style="list-style-type: none">Incorporates graduated instruction to move students from easy, step-by-step learning to validating skills through realistic projects.Facilitates self-paced, accelerated, and traditional learning.Designed specifically for Introduction to Computers and Computer Literacy courses.					
	Marquee Series: Microsoft Office 2013 Instructor's Guide (print and CD) with EXAMVIEW®				9780763852900	

CONSENT
AUGUST 15, 2013

Computer Applications K-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
EMC Publishing, LLC	Windows 8	Wempen	2013	9-12	9780763847975	Recommended as a component program for computer applications 93% 91% Material Analysis
	<p>Notes:</p> <p>Key Features:</p> <p><i>Windows 8</i> teaches students how to use computers equipped with the powerful, new Windows 8 operating system. This text features systematic descriptions and illustrations to cover the fundamental concepts and procedures for managing files, securing and customizing a computer, and more. Students can use this book without prior knowledge of computer operating systems and will become proficient computer users. After successfully completing a course using this textbook, students will be able to:</p> <ul style="list-style-type: none">• Start the system, and sign in and out• Manage disks, folders and files• Use the new Start screen• Run applications, including the new Windows 8 apps• Add and remove hardware and software• Customize the desktop and Start screen• Browse the web and use email• Work with several media features• Work with networking features• Perform basic security and maintenance tasks					
	Windows 8 Instructor Resources and EXAMVIEW® CD				9780763848019	

CONSENT
AUGUST 15, 2013

SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute sets forth criteria for membership in the Professional Standards Commission, including the following representative. A nomination was sought for the Professional-Technical Education position from the Idaho Division of Professional-Technical Education. The nomination is submitted for appointment consideration by the State Board of Education to fill the term that has become vacant as a result of a reassignment/resignation. A resume for the interested individual is attached.

Professional-Technical Education: Kristi Enger, Idaho Division of Professional-Technical Education

ATTACHMENTS

Attachment 1 – Resume for Kristi Enger

Page 3

BOARD ACTION

I move to approve Kristi Enger as a member of the Professional Standards Commission for the remainder of a three-year term effective immediately, and expiring June 30, 2015, representing Professional-Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Kristi A. Enger

2258 N Morello Avenue • Meridian, Idaho 83646 • Phone: 208-794-0239 • kenger@cableone.net

CONSENT
AUGUST 15, 2013

Objective: Combine my strengths as an educational leader, professional-technical program coordinator, counselor, and business educator in providing statewide leadership for professional-technical education as secondary coordinator.

Recent Professional Honors and Activities

Leadership In Career Development Award (<i>Idaho Career Information System</i>), 2010 National Leadership Cadre (<i>OVAE School Counseling State Consortium, 1 of 8 states</i>), 2006
--

Professional Experience

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION – Boise, Idaho

State of Idaho education agency responsible for programs leading to less than a Baccalaureate degree

Secondary Coordinator; Career Guidance Coordinator; IOT & Marketing Education Program Manager, 6/2005 to Present

Coordinate career guidance grades 7-16 statewide to support professional-technical programs and access for all students, including special populations. Manage individualized occupational training and marketing education programs toward the Division's quality initiative. Coordinate programs associated with the *High Schools That Work* school reform model. Represent the Division as a superintendents' liaison.

Selected Accomplishments:

- Provide technical assistance to the field at the secondary and postsecondary levels in the areas of career guidance, student learning plans, work-based learning, single parent/displaced homemaker and other special populations, and marketing education.
- Provide technical assistance to the field with regard to questions related to Perkins, and other state and federal legislation.
- Facilitate various groups of internal and external stakeholders in generating quality products and program direction such as:
 - Resource development for Idaho grades 7-12 based on direction provided by postsecondary technical college Curriculum development for the Idaho School Counseling Model and IOT
 - Curriculum development related to the American Careers Student Planner and Idaho Career Planning Guide
 - Career Pioneer Network implementation in response to Perkins IV and Idaho's low nontraditional field measures of enrollment and completion at the secondary and postsecondary levels.
- Administer and provide technical assistance to the Centers for New Directions.
- Communicate regularly with the field through various means, including two e-Newsletters—*Career Connection*, and *Diamond Points*.
- Define professional development needs and develop learning opportunities for grades 7-20 counselors, work-based learning coordinators, marketing education instructors, and other educational personnel.
- Network with educational and industry professionals throughout Idaho in an effort to promote professional-technical education, access for all, and career pathway education and employment.

GLENNS FERRY SCHOOL DISTRICT NO. 192 – Glenns Ferry, Idaho

Local education agency

High School Principal, 6/1999 to 6/2005

Supervised instruction and provided educational leadership to a staff of 32 certificated and classified staff in academic, co-curricular, and extracurricular activities. Served as district professional-technical online administrator, district curriculum coordinator, and K-12 summer school administrator

Selected Accomplishments:

- Coordinated district curriculum writing in English and mathematics.
- Authored successful Title I CSR Grant to assist in implementing *High Schools That Work* systemic school reform and provided collaborative leadership to involve all staff in improving student achievement.
- Administered high school general budget and special project funds, and Associated Student Body funds as district's assistant treasurer.

CONSENT

AUGUST 15, 2013

THREE FORKS SCHOOL DISTRICT – Three Forks, Montana

Local education agency

K-6 Counselor, Drug-Free Schools Coordinator, Technology Coordinator, 8/1995 to 5/1999

Secured resources and implemented K-6 guidance curriculum. Established and maintained collaborative relationships with instructional staff, students, and parents toward facilitating student success. Facilitated district-wide technology implementation, growth, and maintenance.

Selected Accomplishments:

- Provided individual, group and family counseling as requested/identified.
- Established *Sidekick* mentoring program (K-12) in collaboration with Big Brothers Big Sisters, and secured grant funding to establish *Bridging the Gap* after-school program.

WILLOW CREEK SCHOOL DISTRICT – Willow Creek, Montana

Local education agency

K-12 Counselor, Drug-Free Schools Coordinator, Title I Coordinator, 8/1995 to 5/1999

Selected Accomplishments:

- Administered Title I program in cooperation with Title I staff.
- Established electronic student database.

POPLAR PUBLIC SCHOOL DISTRICT – Poplar, Montana

Local education agency

High School Counselor, 6/1991 to 5/1995

Selected Accomplishments:

- Established crisis intervention management plan and trained staff in same.
- Developed and implemented counseling curriculum, K-12.

Business Education Instructor, 8/1987 to 5/1991

Selected Accomplishments:

- Designed, maintained, and upgraded PC-compatible lab.
- Implemented student store as authentic, project-based, learning laboratory.

Professional Memberships

American School Counseling Association, Idaho Counseling Association, Idaho School Counseling Association
Association for Career and Technical Education, Career and Technical Educators of Idaho
Idaho Career Guidance Association, Idaho Career Development Association

Education

MONTANA STATE UNIVERSITY – Bozeman, Montana

Administrative Endorsement, Educational Leadership, 8/1998

MONTANA STATE UNIVERSITY – Bozeman, Montana

Masters of Education, 8/1994

- Major: Guidance and Counseling | Graduated with highest honors

MONTANA STATE UNIVERSITY – Bozeman, Montana

Bachelor of Science, 3/1986

- Major: Business Education/Office Systems | Minor: Business Management | Graduated with highest honors
-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY – ANNUAL PROGRESS REPORT	Information Item
2	PRESIDENTS’ COUNCIL REPORT	Information Item
3	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND – PROGRESS REPORT	Information Item
4	EPSCOR – ANNUAL SUMMARY REPORT	Information Item
5	PROPOSED RULE – IDAPA 08.02.03.113, REWARDS	Motion to Approve
6	PROPOSED RULE – IDAPA 08.02.01.650 GENERAL EDUCATION DEVELOPMENT TEST, IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE	Motion to Approve
7	UNIVERSITY OF IDAHO – STUDENT APPEAL	Motion to Approve
8	BOARD POLICY I.O. DATA MANAGEMENT COUNCIL, FIRST READING	Motion to Approve
9	PRESIDENT APPROVED ALCOHOL PERMITS	Information Item

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President Art Vailas will provide a 15-minute overview of ISU's progress in carrying out the Universities strategic plan.

IMPACT

Idaho State University's strategic plan drives the Universities integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Presentation

Page 3

BOARD ACTION

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

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Idaho State --- UNIVERSITY

Presentation to the Idaho State
Board of Education
August 15, 2013



Access and Opportunity

AUGUST 15, 2013

Leading in Access and Opportunity



- Idaho State University ranks as the 15th lowest-cost public university with high starting salaries, according to a national survey of 4,000 colleges and universities

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013

Access and Opportunity

Early College Program



- FY13 enrollment up 15% from FY12
- FY13 credit hours up 9% from FY12
- 9 associate degrees awarded to Renaissance High School students May 2013

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013

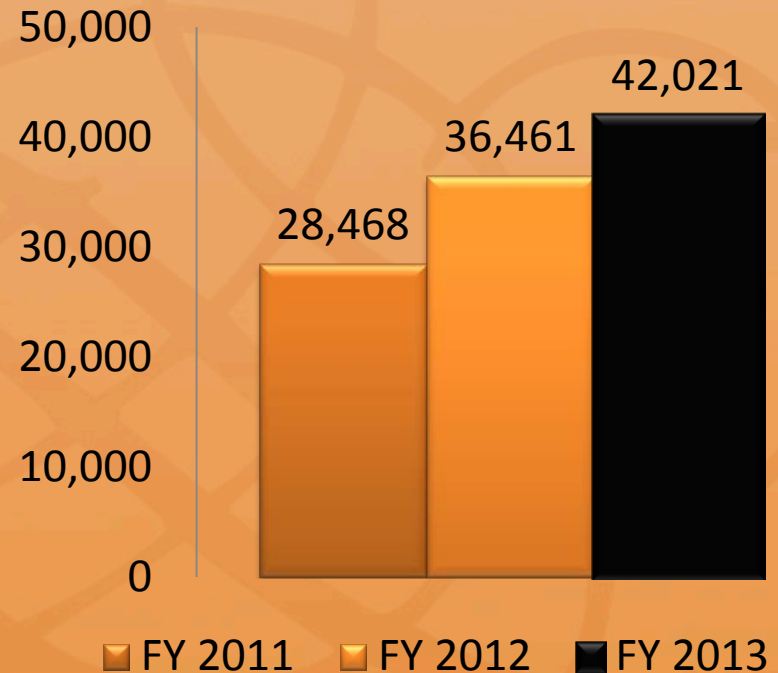
Access and Opportunity

Online Learning

**Number of Students in
Online Courses**

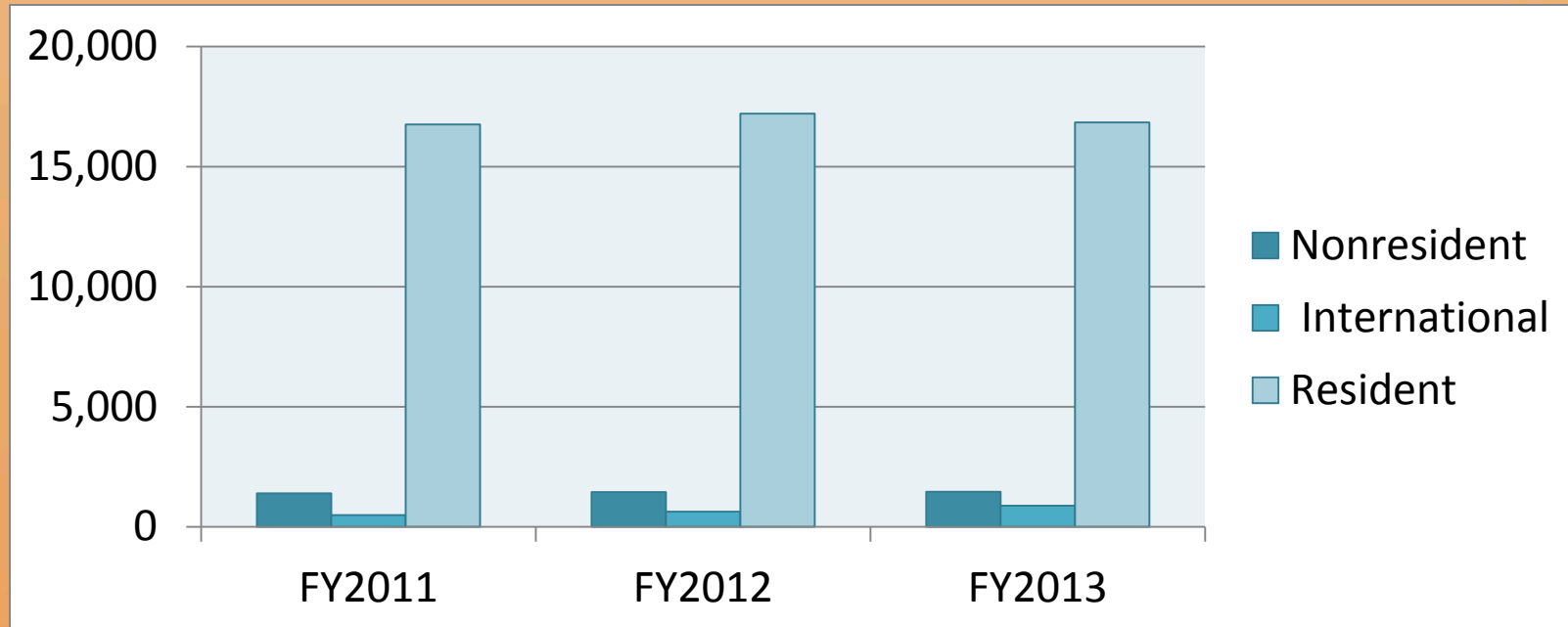


**Credit hours generated by
online courses**



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Access and Opportunity: Unduplicated Headcount



- Total unduplicated student headcount decreased -0.5% from 19,284 in FY 2012 to 19,180 in FY 2013
- Undergraduate (academic) headcount up 2.1%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013

Access and Opportunity

Reaching Diverse Populations



- **Bengal Warrior Boot Camp**
summer enrichment program for the Shoshone-Bannock Tribes
- **Upward Bound, Upward Bound Math and Science and Educational Talent Search** serve more than 1,100 students in more than 15 Idaho high schools

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Access and Opportunity:

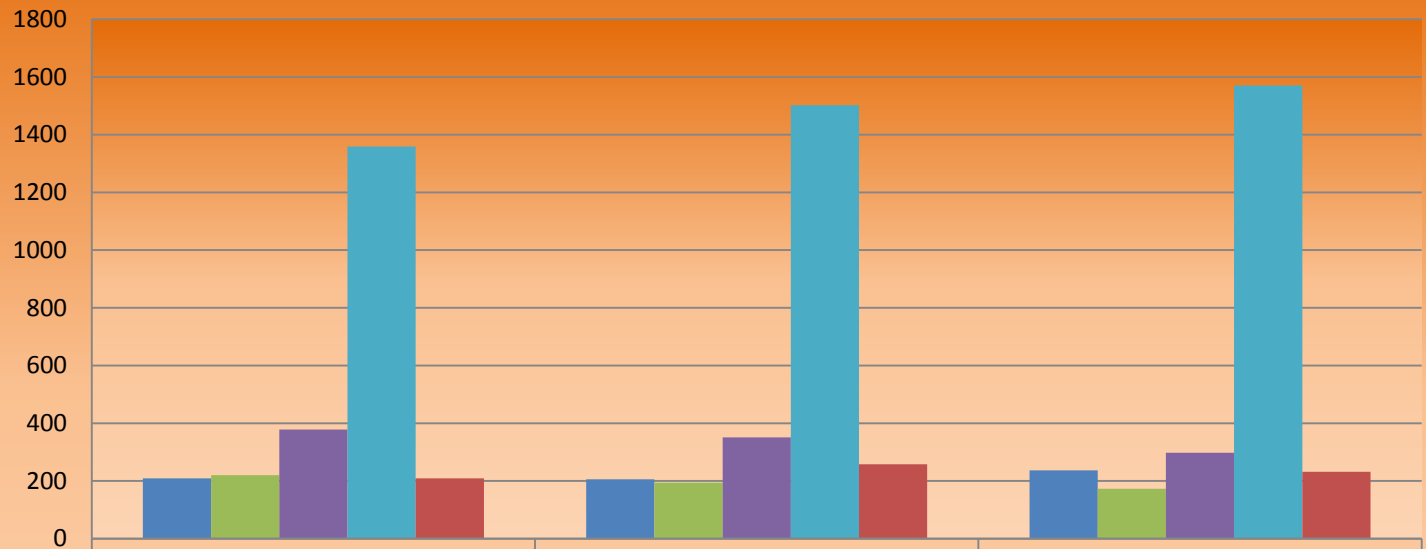
Career Path Internships



- Participation up 12 % — 652 students are in the program
- Average GPA for participants was 3.329 for undergraduates; 3.399 for professional students and 3.645 for graduate students.
- 90 % of students say program enhances chances of finding employment after graduation

Graduate Student Applications by College: 2011-2013

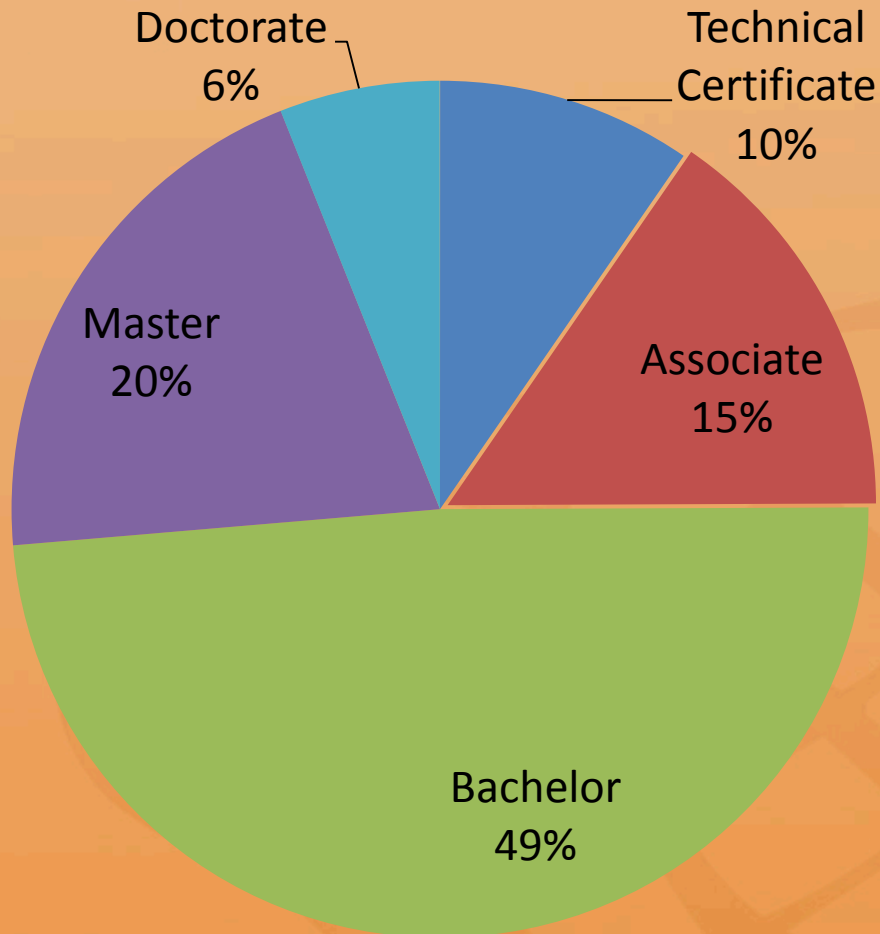
Applications By College



	2011	2012	2013
College of Arts and Letters	209	206	237
College of Education	220	194	173
College of Science Eng	378	351	298
Div of Health Sciences	1359	1502	1570
College of Business	209	258	232

Academic Year

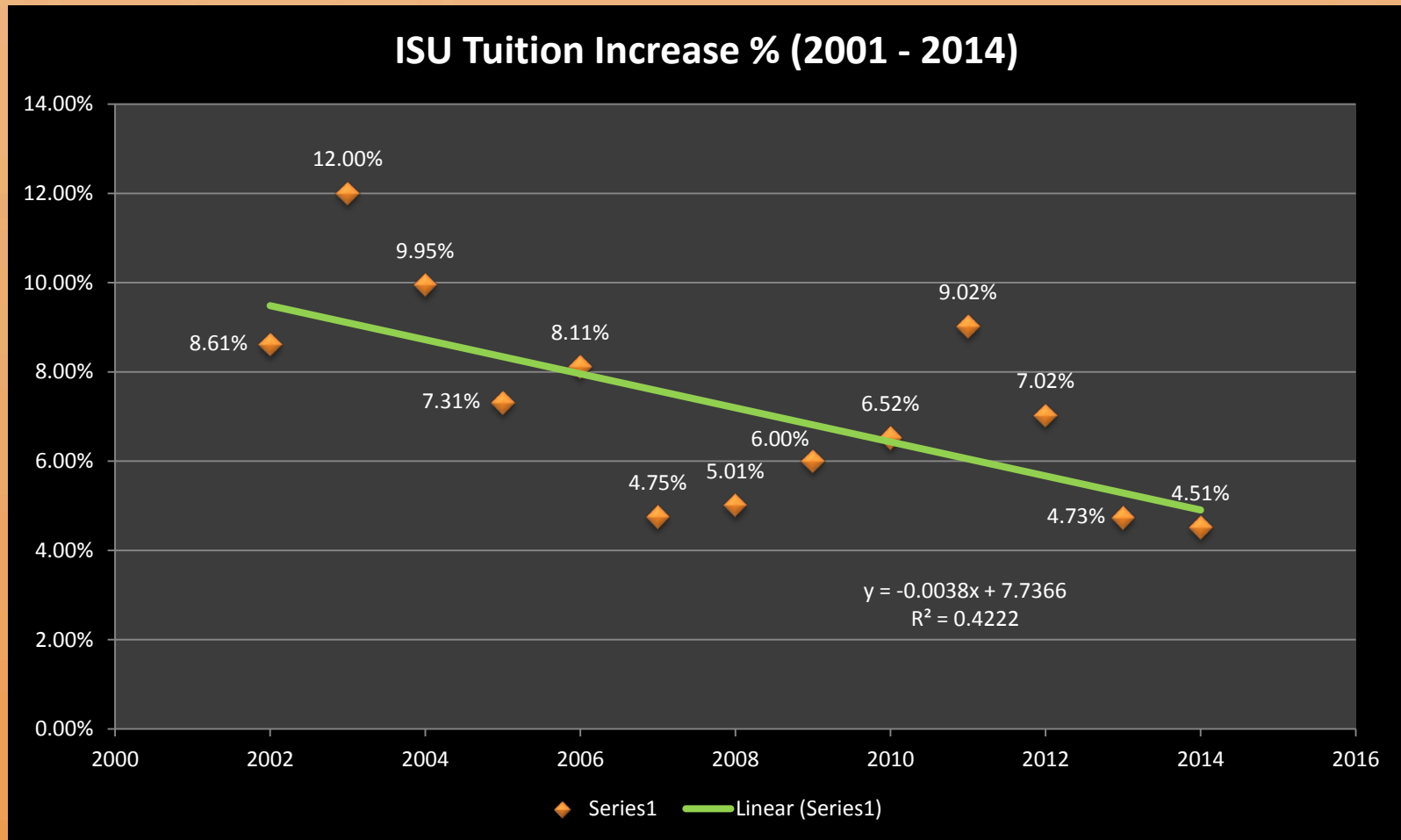
Degrees Awarded



- 19 % of degrees awarded are in the STEM disciplines
- 32 % of degrees awarded are in the health disciplines

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Tuition & Fee Increase Analysis



The FY14 Proposed Tuition & Fee Increase of 4.51% is the lowest in 24 Years



Leadership in Health Sciences

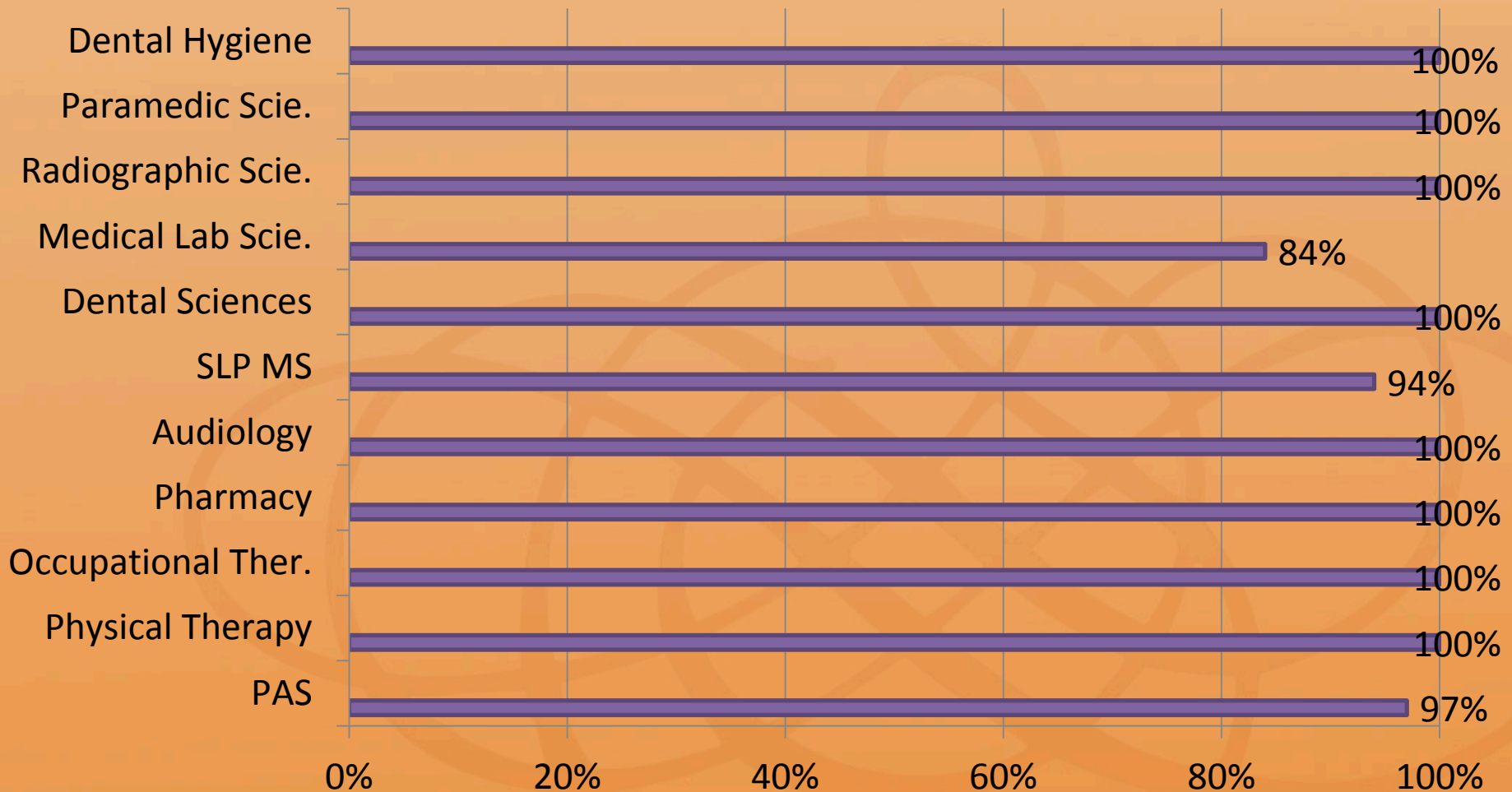
Leader in Programs from PTE to PhD

- College of Technology leader in applied health science research and partnerships
- Partnering with BSU to create pathways for SIM labs to provide re-certification training to working health professionals



AUGUST 15, 2013

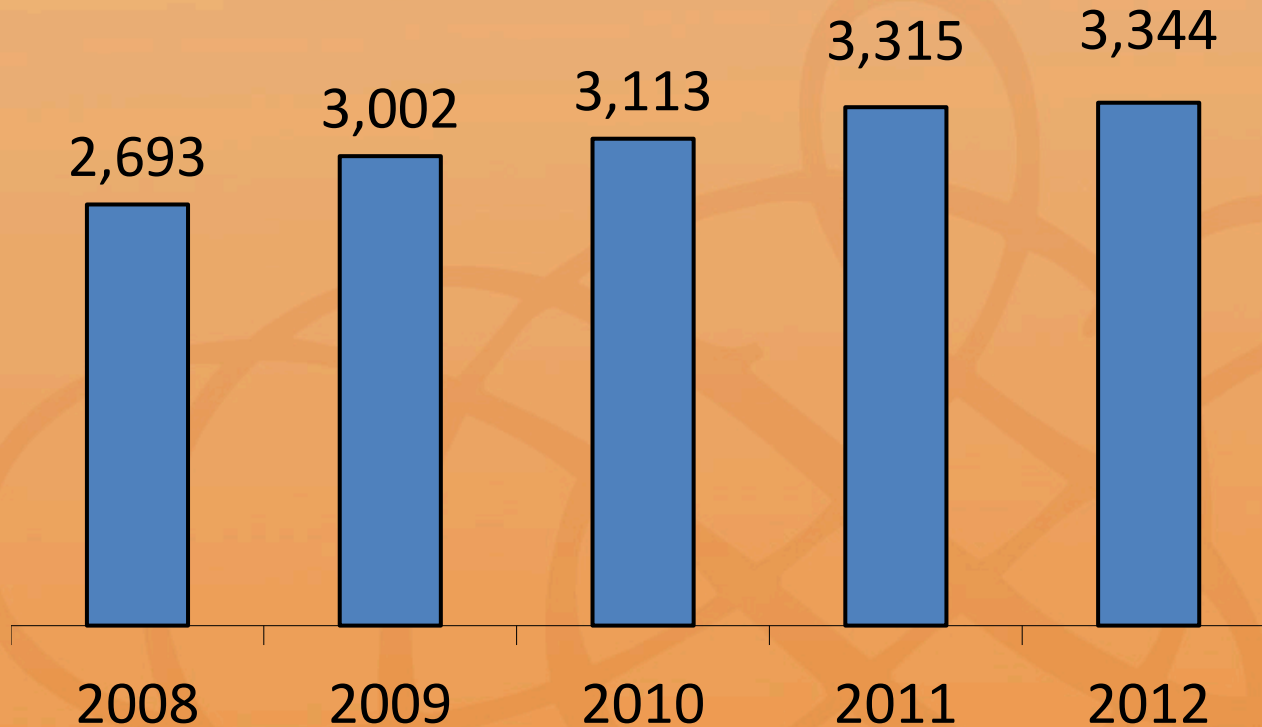
Student Pass Rates on National Exams



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Division of Health Sciences

Student Headcount

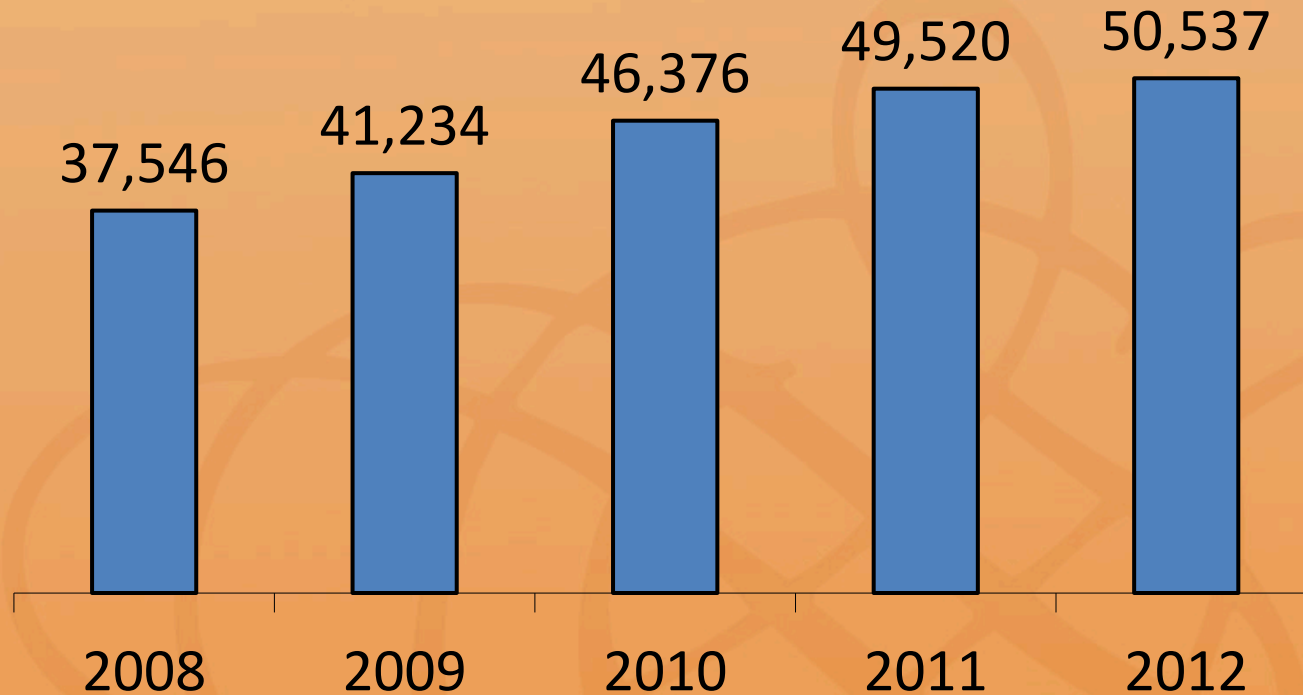


- 24% increase from 2008-2012

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Division of Health Sciences

Credit Hour Generation



- 35% increase from 2008-2012

Source: ARGOS Spring & Fall Registration Reports

PPGA
8/4/2013

DHS FY14 Budget Presentation

TAB 1 Page 18

Idaho State
UNIVERSITY



Learning and Discovery

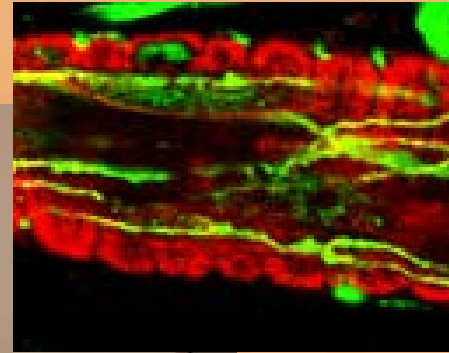
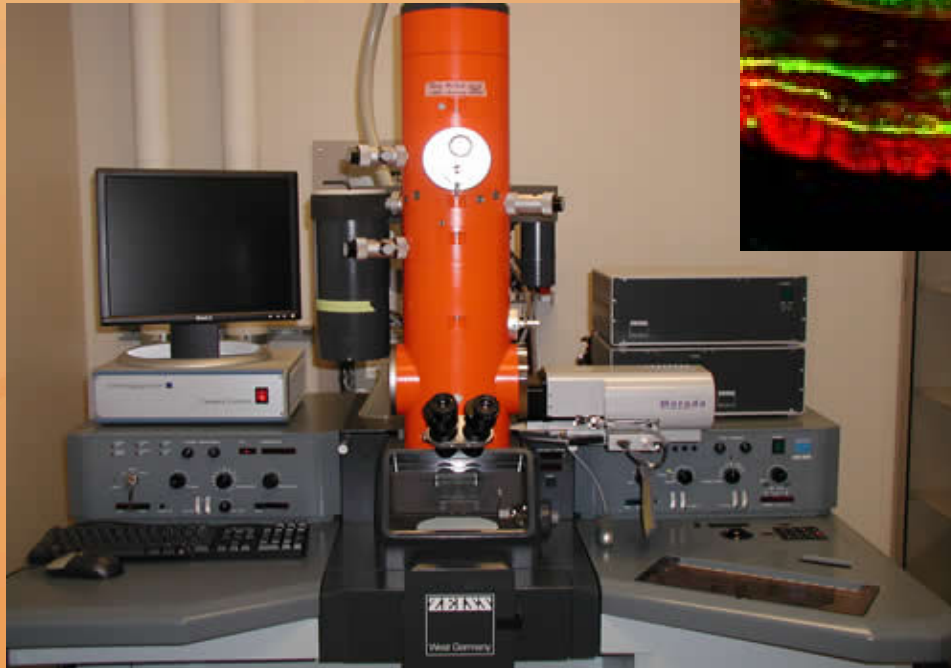
Economic and Social Impact: Office of Research Reorganization



- Division for Research Innovation
 - Private/Public Collaborations
- Division for Research Development
 - Enhance and streamline grants and contracts processes
- Division for Research Integrity
 - Safety, Compliance and Ethical issues

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Learning and Discovery: Research



- \$1 million collaboration agreement with Areva
- Two new patents filed since January 2013
- Private/public partnership to showcase top-of-the-line microscopes and electron microscopes

Nanofabrication

- DualBeam Nanomachining Center
 - high resolution imaging and nano-machining capabilities in one tool.
- Provides infrastructure for cutting-edge technology businesses in Southeast Idaho



- \$20 million NSF grant to study climate change
- Provides funding for talented faculty who are acquiring more grants

From Lab to Workforce: ESTEC



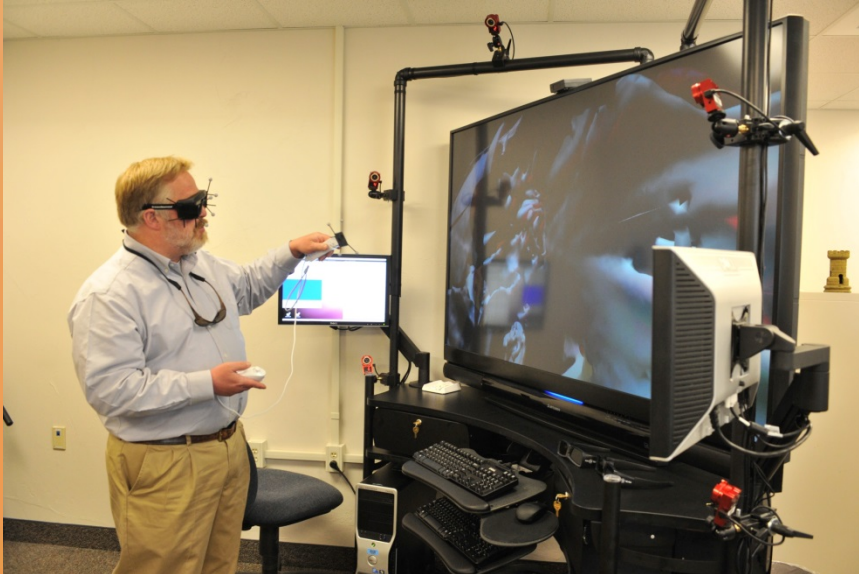
- Named a **Northwest Center of Excellence** for Nuclear Education
- Received top designation by the Nuclear Energy Institute for nuclear training in a multi-state area

- Awarded ***the Energy Education Advocate Award***

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Idaho Museum of Natural History

- Featured in the lead article in *Museum* magazine in April highlighting 3D technologies in museums.
- Two IMNH interns and ISU students awarded prestigious summer internships at the Smithsonian.



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Video- Economic Development and Research

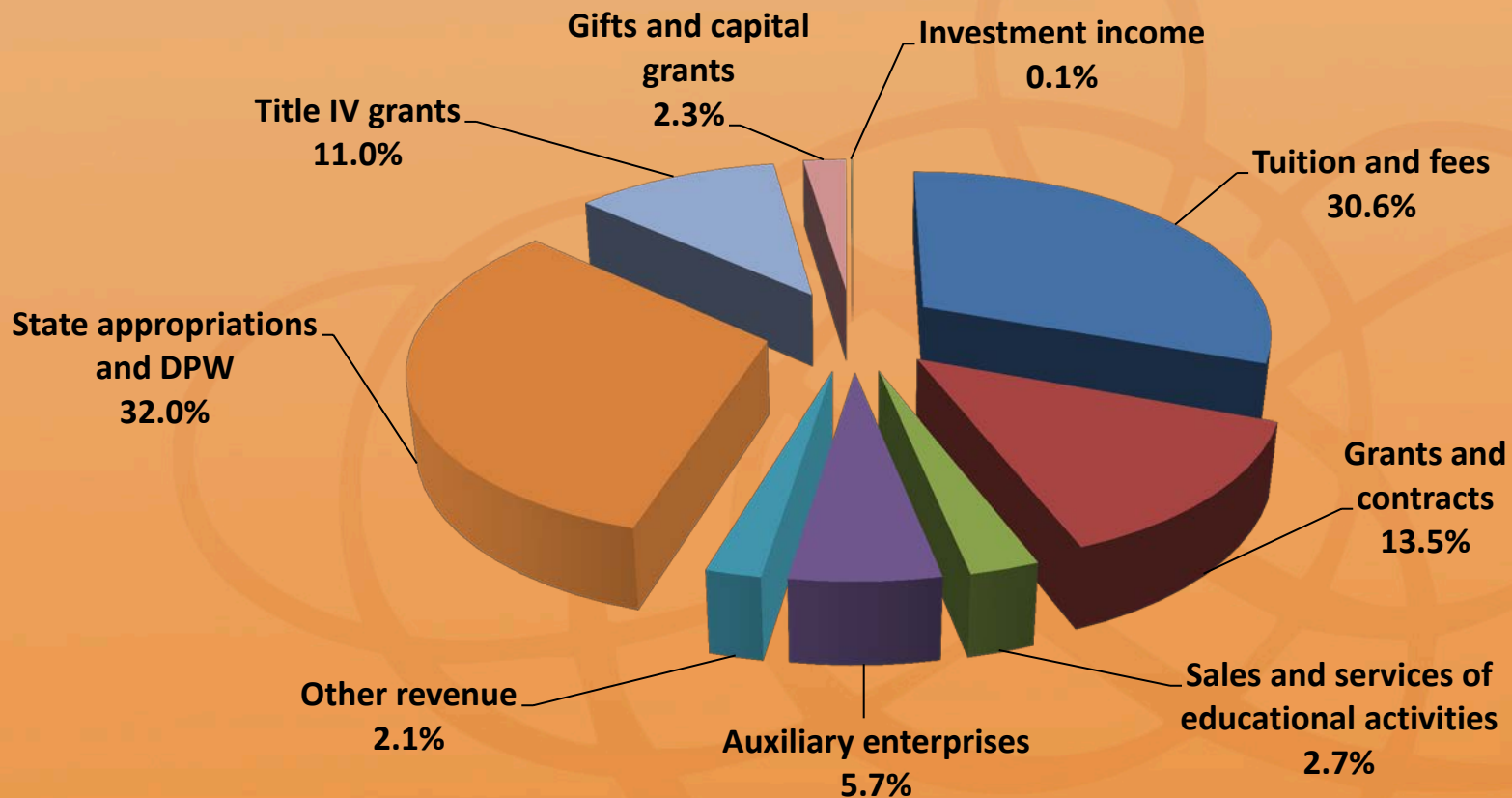




Economic and Social Impact

Operating and Nonoperating Revenue Sources for FY 2012

Total Operating and Nonoperating Revenue of \$236.4M

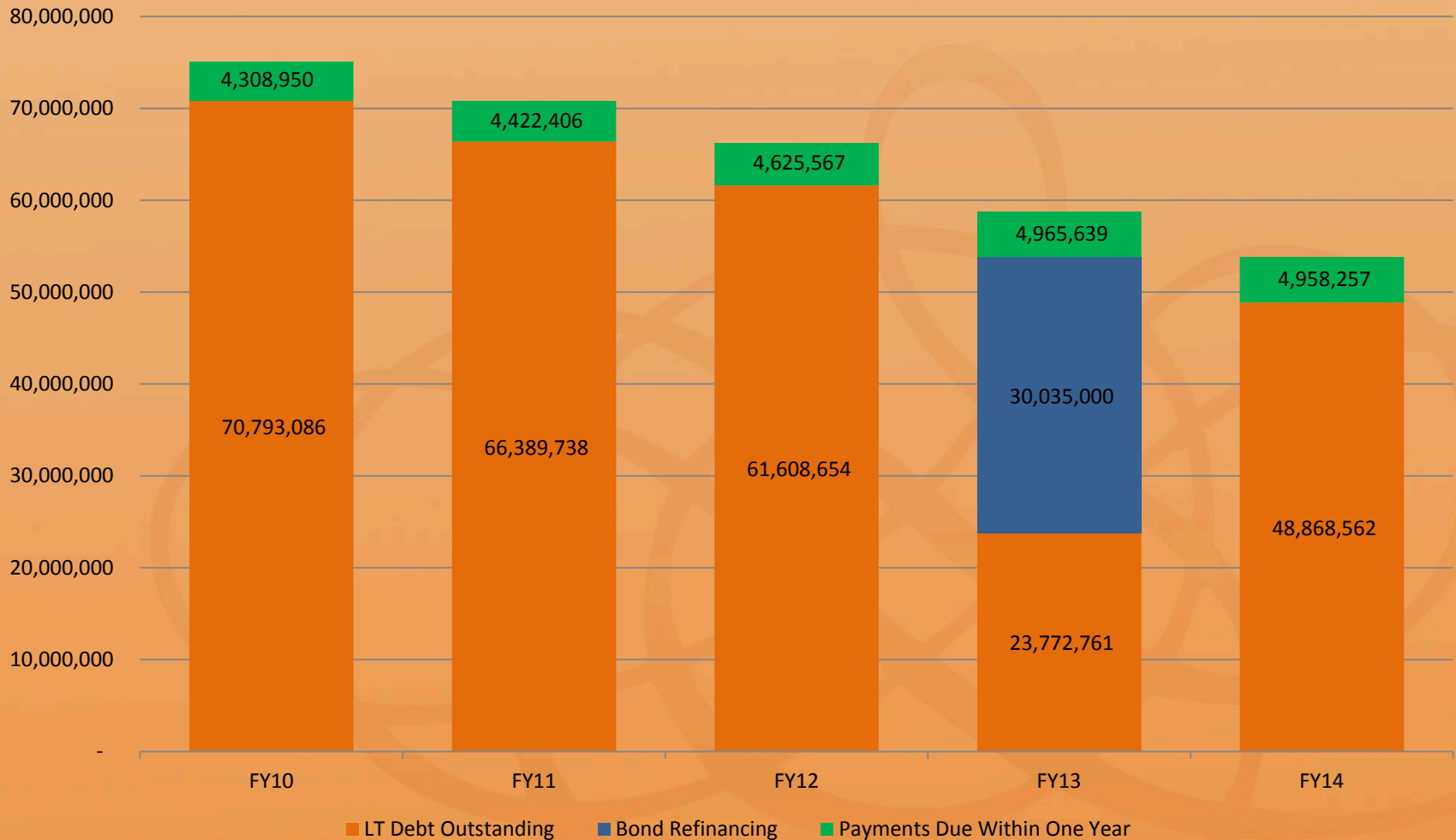


PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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FY 2013 Staff Distribution

Employee Type	Count	% of Total
Student	632	22%
Classified	619	22%
Professional/12-Month Faculty	575	20%
Faculty	517	18%
Temporary	306	11%
Graduate Assistants	122	4%
Adjunct Faculty	54	2%
Health Science Residents	45	2%
Total	2870	100%

ISU Long-Term Debt and Yearly Payments



Economic and Social Impact:

Investing in Idahoans



- According to a 2012 ISU Career Center survey, 82 % of recent graduates were employed
- 86 % said their major helped them in their current employment

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Economic and Social Impact: Athletics



- New practice field south of Holt Arena for all sports
- ISU Soccer and Softball – Big Sky Conference Championship titles
- Big Sky Conference Academic All-Conference title winner
 - 183 student-athletes achieved Academic All-Conference status
 - Recognized as one of the top 11 Athletic Departments academically in the nation

AUGUST 15, 2017

Economic and Social Impact:

Idaho Museum of Natural History



- Mentored 30 interns and 22 volunteers.
- Taught natural history to more than 10,000 K-8 students

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Economic and Social Impact:

Improving the lives of Idahoans

- College of Business students organized fundraisers for the Make-A-Wish Foundation; sent a 3-year old to Disney World to fulfill her wish to meet the Disney princesses



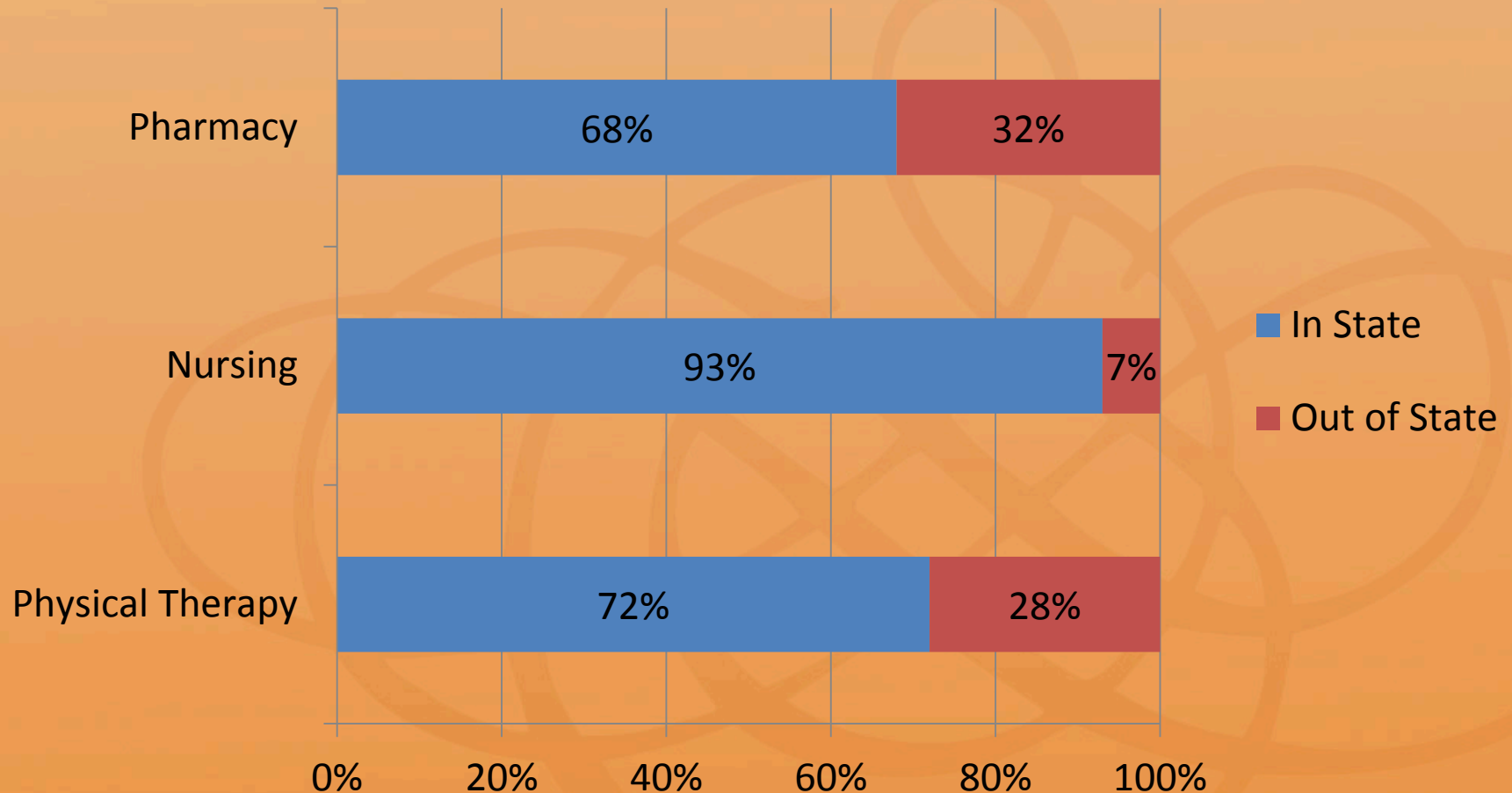
Economic and Social Impact: Training Health Professionals



- Roughly **1 out of every 2 practicing pharmacists in the state of Idaho** was trained by the ISU COP program.
- Of those Nurse Practitioners who graduated from ISU, 71% hold current Idaho NP licenses.
- **36% of currently licensed PAs in the state of Idaho were educated at ISU**, or roughly 2 out of every 5

Economic Impact:

Idaho Employment of Health Division Students who Graduated in FY12

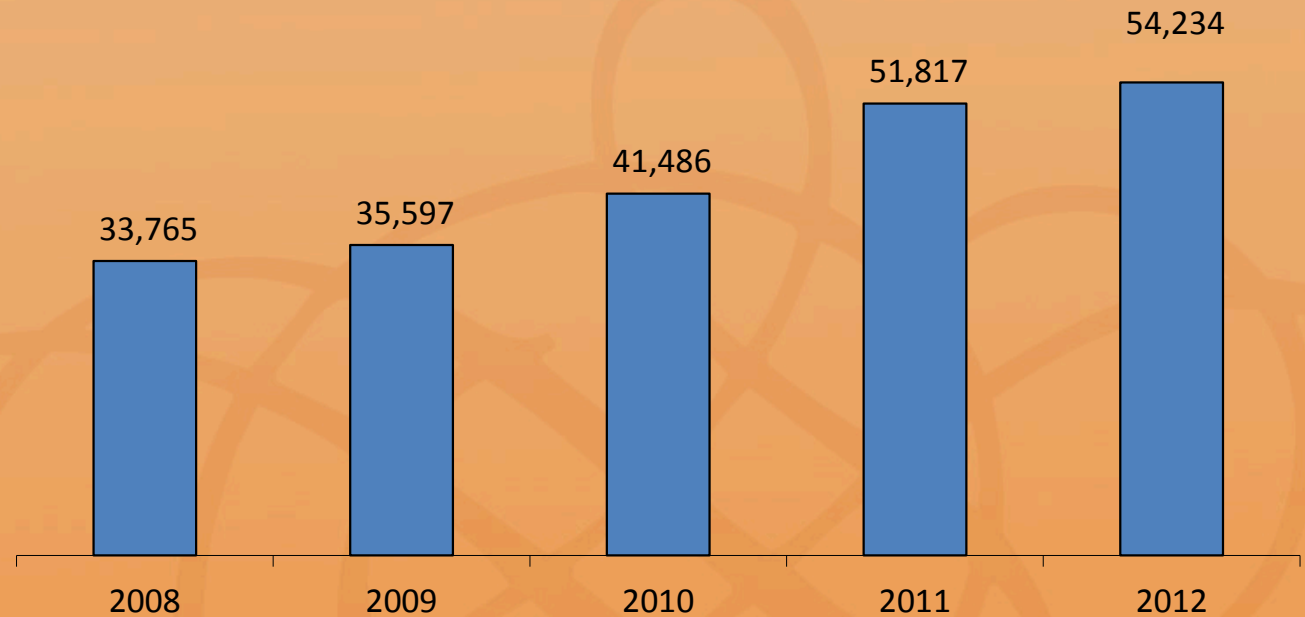


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ISU Clinic Visits

- Physical Therapy
- Occupational Therapy
- Hearing
- Psychology
- Counseling
- Dental Hygiene
- Wellness Center
- Family Medicine
- Dental
- Speech
- Audiology
- Balance

Clinic Patient Visits



Economic and Social Impact: CommUniversity

- Draws more than 2,000 students, faculty, staff and community members
 - Events held in spring and fall



PPGA



Economic and Social Impact:

Community Support



- Support from graduates and friends continues to grow
 - Gifts in FY 13 surpassed gifts in FY 12 by more than \$1 million

Economic and Social Impact:

Community Support



- Anatomy and Physiology Lab
 - Critical to health professions programs in Meridian
 - Blue Cross of Idaho Health Foundation, St. Alphonsus, other community stakeholders
- College of Pharmacy's Molecular Pharmacology Research Laboratory
 - Researchers studying better cancer-fighting drugs
 - ALSAM Foundation

Microscope camera donor video



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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Don Burnett, University of Idaho (UI) Interim President, and current chair of the Presidents' Council will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents Council met on August 13th and 14th for the Annual Presidents' Council Retreat.

During the President's Council Retreat the Presidents discussed the recommendations of UI's Taskforce on student alcohol and drug use. The Presidents will provide recommendations to the Board on moving forward with the Board's initiative to address student drug and alcohol use.

ATTACHMENTS

Attachment 1 – BSU Student Alcohol Policies	Page 3
Attachment 2 – LCSC Student Alcohol Use Policies	Page 18
Attachment 3 – ISU Student Alcohol Policies	Page 28
Attachment 4 – UI Student Alcohol Policies	Page 41

BOARD ACTION

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Boise State University
Student Alcohol Policies and Educational Programming

Boise State University provides a safe, inclusive, and affirming learning environment in which our students are taught responsible decision-making and held accountable for their actions. Through education, assessment, intervention, and treatment of alcohol issues, we provide a number of initiatives for our student body. Our collaborative approach focuses on behavioral risk reduction. The following report details policies, education and outreach, and responsive actions that take place when students violate codes of conduct, local and state laws. Departments from across the university collaborate to provide relevant programming to students on a variety of topics.

Boise State Alcohol/Drug Policies

Student Code of Conduct

The Student Code of Conduct is both a standard for student behavior and mechanism for accountability when violations occur. The impact of the code on students is primarily educational, but punitive sanctions in the form of suspension or expulsion from the University occur for egregious violations. Additional Boise State Policies; Student Athletes Conduct Policy (Policy 2060), Alcohol on Campus (Policy 1050), and Club/Organization Policy provide permissible and impermissible use guidelines. Students are educated on these policies and held accountable via the conduct process. All students residing in the residence halls, and any student documented or cited on campus by Police/Security, are adjudicated and sanctioned as appropriate.

The sections below describe Boise State University Student Code of Conduct Policy, the Office of the Dean of Students sanctioning guidelines for offenders and protocol for communicating with parents.

Article 4: Section 2 – Alcohol

A violation may include, but is not limited to, possession, consumption, or distribution of alcoholic beverages. This is prohibited in University-owned, -leased, or -operated facilities and on campus grounds unless otherwise allowed by University and SBOE policy. Disruptive behavior exhibited as the result of consumed alcohol is prohibited campus-wide even if the alcohol was consumed elsewhere. Members of the University community will adhere to all state and federal laws with regard to alcohol.

Article 4: Section 3 – Drugs

A violation may include, but is not limited to the possession, manufacture, distribution, use, or sale of drugs or drug paraphernalia and narcotics classified as illegal, except those taken under a doctor's prescription. This is prohibited on University-owned or -controlled property, in University housing, and/or at any University-sponsored or -supervised function. Disruptive behavior exhibited as the result of the use of a drug is prohibited campus-wide even if a drug was

consumed elsewhere. A violation may occur if the odor of a drug is present when it can reasonably be traced to a specific individual or location by more than one individual. Members of the University community will adhere to all state and federal laws with regard to illegal substances.

Housing Alcohol Policy – Residence Halls

We encourage all of our students to take responsibility for the safety of themselves and others. As such, students who are concerned for the welfare of another community member, but are worried about sharing information with Housing & Residence Life Officials because of apprehension about their own conduct status, should review the Medical Emergency Protocol for Drugs and Alcohol (Appendix C).

1. There is no alcohol permitted, regardless of age, in the residence halls. Students may not possess and/or display empty alcohol containers (cans, funnels, bottles, displays, cases, bong, keg caps, etc.) as they are considered evidence of use and/or consumption. Bars or bar structures are not permitted in Housing & Residence Life.
2. Anyone found in a room where alcohol is present will be held responsible for consuming alcohol.
3. Students may not purchase, provide or make alcohol available to underage students and/or their guests, regardless of their age.

Housing Alcohol Policy – Apartments and Townhomes

Tenants and occupants in University Apartments and Townhomes who are of legal age to consume alcohol are permitted to do so under the following conditions. Students are encouraged to assume responsibility for their own safety and that of others. As such, students who are concerned for the welfare of another community member, but are apprehensive over sharing information with University officials, should review the Medical Emergency Protocol for Drugs and Alcohol (Appendix C).

1. They do not contribute to the delinquency of minors – by purchasing, providing, consuming, or making alcohol available to underage students and/or guests. The ONLY exception granted will be for tenants and occupants whose children or dependents are minors.
2. They do not display alcohol containers or erect a bar structures.
3. They are not found to be intoxicated. Intoxication is considered a violation of University policy and results from excessive consumption of alcoholic beverages. Intoxicated persons jeopardize their own safety, the safety of other occupants, and responding Housing & Residence Life and emergency personnel when intoxicated.
4. Possessing and/or consuming alcohol is not permitted in any public area of the University owned buildings or grounds, including landings, balconies/decks, parking lots, grassy quad areas, playgrounds and other surrounding areas.
5. Excessive amounts of alcohol and common sources are prohibited. An excessive amount references a quantity of alcohol deemed extreme for the number of occupants present and/or alcohol which is distributed indiscriminately. Examples of excessive amounts

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might include having several cases of beer for only a small gathering or large mixtures of “punch” or the presence of “punch buckets”. The determination of what is excessive will be made during the conduct process. Examples of typical common sources of alcohol are kegs and beer balls.

6. Drinking games (and associated paraphernalia) foster an atmosphere of irresponsible consumption and can cause significant injury to participants. For this reason these games are strictly prohibited. Students found in violation will be subject to a charge through the conduct process and a review of compliance with terms stated within their lease.

Violations and Response

Students found responsible for conduct violation(s) are provided sanctions. The completion of sanctions are mandated outcomes. If a student does not complete a sanction, an administrative “hold” is placed on their ability to register, preventing further attendance until the educational sanction is complete.

The following sanctions must be applied as a MINIMUM sanction for a drug/alcohol infraction. Additional sanctions may be applied as is appropriate for the offense.

Alcohol Violations – Minimum Sanctions

Level	Disciplinary Sanction	Educational Sanctions	Fees	University Service Hours <i>(Discretionary)</i>	Parental Notice **
1 ST OFFENSE	Disciplinary Warning	Choices Level 1	\$20	NA	Yes
2 ND OFFENSE	Disciplinary Probation (1 semester)	Choices Level 2 AND Behavioral Contract	\$20	10 hours	Yes
3 RD OFFENSE	Disciplinary Probation (1 year) AND Consider University Housing Suspension	Alcohol Assessment (2 session minimum)	\$40	15 hours	Yes

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4 TH OFFENSE	<u>Refer to Student Conduct Board:</u> Consider BSU Suspension (semester) Disciplinary Probation Upon Return	Possible off campus alcohol assessment.	NA	NA	Yes
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** Parental Notification is to occur for any student under the age of 21 found responsible for violating either the alcohol and/or drug policy at Boise State University. While Parental Notification is NOT a sanction per se (ie--it is not appealable), language is to be included in the decision letter that this notification will occur. Notice will be sent to parents from the Office of the Dean of Students at the conclusion of the conduct process (which includes appeal time frames).

CHOICES is a nationally recognized alcohol risk reduction curriculum. Students who attend CHOICES have been found in violation of the alcohol policy on campus. This two-hour class is designed for students as part of their alcohol sanction from the University. Specifically, CHOICES addresses perception vs. reality of campus drinking norms, facts about alcohol, drinking risks & harm, and strategies to reduce those risks. All fees associated with this program go back to fund additional alcohol outreach.

CHOICES 2.0 is an extended alcohol prevention program for students who have received a second violation of the alcohol policy on campus.

DECISIONS is a marijuana prevention program for students who have been found in violation of the drug policy on campus. This two-hour class is designed for students as part of their sanction from the University. Students learn about the impact marijuana has on the brain & body as well as accurate information about laws regarding marijuana. DECISIONS is designed to help students identify the impact of marijuana use on personal health, academics, and work performance, thereby guiding individuals to decrease their use of marijuana.

AODA Assessments are conducted via Counseling Services. Counselors see students found in violation of the university alcohol and/or drug policy as part of the sanction process, in addition those who voluntarily are seeking support regarding alcohol or drugs.

Additional Educational Sanctions

For drug and alcohol incidents, the university applies outcomes as per the sanctioning rubric for drugs and alcohol. Additional sanctions are provided when a hearing officer concludes more education is needed (reflection papers, interviews, etc.) after talking with the student and considering the nature of the violation. The goal is to “meet the student where s/he is” in their developmental process. Thus, not all students will have the same sanctions because they may be at different levels emotionally and maturely.

Parent Notification and Education

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Parents are informed during summer orientation programs about alcohol/drug issues in higher education. In addition, when a student violates the Code and is under the age of 21, parents are notified via letter about the incident. An educational resource document is also sent home to parents at that time, informing them about drug/alcohol use in higher education and how best to communicate with their students about the situation.

Drug Violations – Minimum Sanctions

Level	Disciplinary Sanction	Educational Sanctions	Fees	University Service Hours (<i>Discretionary</i>)	Parental Notice **
1 ST OFFENSE	Disciplinary Probation (1 year)	Decisions Class AND Behavioral contract	\$20	15 hours	Yes
2 ND OFFENSE	Consider University Housing Suspension (1 year)	TBD	NA	20 hours	Yes
3 RD OFFENSE	<u>Refer to Student Conduct Board</u> BSU Suspension AND/OR BSU Expulsion Disciplinary Probation Upon Return (Remainder of academic	Off campus drug assessment. Student is referred to off campus practitioner and required to attend prior to re-admittance	NA	NA	Yes

** Parental Notification is to occur for any student under the age of 21 found responsible for violating either the alcohol and/or drug policy at Boise State University. While Parental Notification is NOT a sanction per se (ie--it is not appealable), language is to be included in the decision letter that this notification will occur. Notice will be sent to parents from the Office of the Dean of Students at the conclusion of the conduct process (which includes appeal time frames)

Marijuana Smell Protocol (when it cannot be found, but can be smelled)

Level	Action	Sanction
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1 st Smell	Informal visit/conversation with student No conduct finding	Give verbal warning Outline what will happen next time Explain policy and how students can be found responsible for even just a smell
2 nd	Treat as first offense on rubric above	
3 rd	Treat as second offense on rubric	
4 th	Treat as 3 rd offense on rubric	

University Security and the Boise Police Department: The alcohol enforcement philosophy on campus is consistent with education/enforcement objectives. On campus, minor alcohol violations may be referred to Housing and or Student conduct with no police involvement. Serious or recurring alcohol problems may be referred to police to be cited or arrested. Students who overdose on alcohol are taken to the hospital and may be cited for a criminal violation at the discretion of the responding police officer. Students who are found guilty in court of misdemeanor alcohol crimes are typically sentenced to a fine and a court ordered alcohol education class.

Education and Outreach

University Security and Boise Police Department Resource Allocation: Security assigns three senior security officers to Housing & Residence Life to assist with drug and alcohol use in the residence halls. Boise State maintains an office on campus for Officer Jermaine Galloway. Officer Galloway is a nationally recognized expert on the subject of alcohol related problems and is a full time alcohol enforcement officer for the Boise Police Department. In addition to state agency partnerships, he forms the off campus “party patrols” where much of the enforcement takes place.

Student Employee and Paraprofessional Staff Training

Student employees who have significant contact with students are trained on issues related to student conduct including alcohol, relationships and academic honesty. These student leadership roles include orientation leaders, resident and community assistants, and peer educators. Various levels of training prepare students to identify alcohol, respond to various situations and facilitate educational conversations with their peers.

New Student Orientation: A variety of presentations and workshops are provided for incoming students and their parents/families. During the opening session, expectations of being a part of the Boise State community, including rights and responsibilities, are addressed. Professional staff facilitate discussions around critical issues faced by college students. Students participate in guided group session debriefs. Parents are alerted they will receive notices should their student be found in violation of the Student Code of Conduct for alcohol or drug use. Presentation materials for students include: understanding personal choices; understanding that underage drinking can come with legal, academic and social consequences; understanding the tenets in the Boise State Student Code of Conduct and Idaho state drinking laws.

Annual Educational meetings: University Security and Boise Police Department conduct annual educational meetings to discuss alcohol related issues. Meetings take place with students and staff in university housing and residence life; Athletic team and coaches (mandatory per coach);

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sororities and fraternities; and, neighborhood associations around Boise State. Further, University Security and Boise Police Department provides the Arbiter (student newspaper) with information for alcohol related articles if requested.

Alcohol Education: A multitude of alcohol education programs are offered throughout the year. These programs focus on risk reduction, alternatives to alcohol, safer spring breaks, and the risks of binge drinking. A week of alcohol education programming takes place in the fall and spring. Specifically we offer:

- A program designed for students living on campus. This online education program assesses risk and promotes responsible drinking behaviors. Completed in the first six weeks of the fall semester, this helps ensure students receive consistent information. An 85.5% completion rate was achieved during fall 2012.
- A program targeted to students reaching legal drinking age. An online interactive birthday card that is sent one week before a student's 21st birthday brings to light the protective and risk factors they may engage in on their birthday. A follow-up interactive activity is sent the week after their birthday to assess the protective and risk factors they actually engaged in.
- A program open to all students that focuses on various scenes from a typical house party. Each scene addresses different scenarios and illustrates how drinking can lead to harmful situations. Scenes are written and acted by students for students. This program will be part of Bronco Welcome next Fall with an emphasis on first year students attending.
- A program focused to our Greek Community. This two-hour workshop for students in sororities and fraternities informs students of the alcohol policy and how to drink responsibly. This program is strongly encouraged for all members of our Greek community.
- A program as part of a campus wide campaign that includes a multitude of optional educational and co-curricular programs aimed at preventing sexual assault. These peer-to-peer and staff led workshops and trainings include a focus on alcohol as the most commonly used drug facilitating sexual assault. Programs are delivered to interested campus groups including student organizations, classes, departments and athletic teams. A few examples include Housing's Resident Advisors, Orientation Leaders, Parking and Transportation staff, Football, Men's Basketball, Gymnastics, University Foundations 200 course and Crime Victims Week participants.

Athletics

In addition to policies outlined above that apply to all students, student-athletes have additional policies for which they are accountable. On-campus incidents are handled through the Boise State conduct process although the coach may impose sanctions in addition to what the University imposes. All off-campus incidents are subject to the three-strike policy (attached). Student-athletes are required to report under the following protocol pursuant to the Boise State Intercollegiate

Athletics Alcohol Policy:

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- Any alcohol violation, on or off campus, must be reported by the student-athlete to his or her head coach within twenty-four (24) hours of the incident. Failure to do so may result in additional sanctions.
- The head coach must inform the Senior Associate Athletic Director and/or the Athletic Director within twenty-four (24) hours of being informed of the incident.
- The student-athlete shall meet with the Senior Associate Athletic Director within five days to initiate the conduct process.
- All on-campus alcohol violations shall be handled in accordance with the conduct process outlined in the Boise State University Student Code of Conduct and are not subject to the three-strike policy but may result in sanctions from the head coach and/or department. All off-campus violations shall be handled in accordance with both the Boise State University Student Code of Conduct and this policy and are subject to the three-strike policy.

Three Strikes Policy for Student Athletes:

The sanctions listed below are the minimum requirements imposed by the Athletic Department. The head coach reserves the right to impose stricter sanctions up to and including dismissal from the program at his or her discretion.

First Strike

- If a student-athlete receives an alcohol violation, the student-athlete shall receive a strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to make contact with his or her parent(s) or guardian(s) and, spouse (if applicable) and provide notification of the alcohol violation. The head coach will verify that contact has been made.
- The student-athlete will be required to complete counseling through Boise State University Health Services.
- The student-athlete shall be suspended for a minimum of one competition effective immediately. The suspension may carry over to the following year's competition schedule.

Second Strike

- If a student-athlete receives a second alcohol violation, the student-athlete shall receive a second strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to participate in a conference call between the student-athlete, his or her parent(s) or guardian(s) or spouse (if applicable) the head coach, and the Senior Associate Athletic Director.
- The student-athlete will be required to complete counseling through Boise State University Health Services.
- The student-athlete shall be suspended for a minimum of 20% of a year's competition schedule effective immediately. The suspension may carry over to the following year's competition schedule.

Third Strike

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- If a student-athlete receives a third alcohol violation, the student-athlete shall receive a third strike.
- The protocol as set forth above shall be initiated.
- The student-athlete will be required to participate in a conference call between the student-athlete, his or her parent(s) or guardian(s) or spouse (if applicable) the head coach, and the Senior Associate Athletic Director.
- The student-athlete shall be permanently removed from all athletic teams.
- If the student-athlete has an athletic grant-in-aid, such grant-in-aid shall be cancelled immediately or at the end of the academic term at the discretion of the Athletic Director.

Student Organizations and Alcohol/Third Party Vendor Policies

Student organizations, including clubs, club sports, and social fraternities and sororities, are not allowed to hold events on campus that include alcohol. They are also discouraged from hosting events off campus that include alcohol; however, there are some off-campus events where service is deemed appropriate.

Examples

Alpha Kappa Psi (business honor society) hosts an annual alumni banquet. This spring event was held at the Owyhee Plaza downtown and included a catered dinner and a cash-only bar managed by the Owyhee Plaza. The event was attended by members of the organization as well as local alumni.

Several social sororities and fraternities held formal events off-campus at which alcohol was available for purchase through a third-party vendor. These approved events were held by Tau Kappa Epsilon, Alpha Chi Omega, Alpha Kappa Lambda, Delta Sigma Phi, and Sigma Chi. These events typically feature catering, dancing, and a specific program, such as awards or recognition of members or alumni.

There have been no problems stemming from any club approved events at which alcohol was present. A copy of the liability insurance for the third party vendor must be provided to the university prior to the event. In addition to following university policy, social sororities and fraternities must follow the Fraternity Information and Policy Group (FIPG) Risk Management Policy.

Additionally, student organizations and club sports attend an educational training prior to holding the event. At least one student from the organization will be asked to be a non-drinking monitor at the event. Depending on the scale and scope of the event, more than one student may be asked to fulfill this role. Monitors will be trained on alcohol risk-reduction and safe party

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techniques. No student organization or university funds may be spent on alcohol. A full copy of our rules are included in Appendix A and B.

APPENDICES

Appendix A – Club and Organization Alcohol Policy

Appendix B – Third Party Vendor Guidelines

Appendix C – Medical Emergency Protocol for Drug and Alcohol

Appendix A: Student Organization Alcohol Policy
Alcohol at Events and Activities

The possession, sale, use or consumption of ALCOHOLIC BEVERAGES during a student organization event, in any situation sponsored or endorsed by the student organization, or at any event an observer would associate with the student organization, must be in compliance with any and all applicable laws of the state, province, county, city and Boise State University policy, and must comply with the Third Party Vendor Guidelines.

No alcoholic beverages may be purchased through or with student organization funds nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of or on behalf of the student organization. The purchase or use of a bulk quantity or common source(s) of alcoholic beverage, for example, kegs or cases, is prohibited.

OPEN PARTIES, meaning those with unrestricted access by non-members of the student organization, without specific invitation, where alcohol is present, are prohibited.

No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal drinking age).

The possession, sale or use of any ILLEGAL DRUGS or CONTROLLED SUBSTANCES while on University controlled property including University owned buildings, vehicles and/or grounds, or during a student organization event or at any event that an observer would associate with the student organization is strictly prohibited.

No student organization may co-sponsor an event with an alcohol distributor or tavern at which alcohol is given away, sold or otherwise provided to those present. This includes any event held in, at or on the property of a tavern as defined below for purposes of fundraising. However, a student organization may rent or use a room or area in a tavern as defined above for a closed event held within the provisions of this policy, including the use of Third Party Vendor Guidelines. An event at which alcohol is present may be conducted or co-sponsored with a charitable organization if the event is held within the provisions of this policy and the other provisions outlined in the Third Party Vendor Guidelines.

No student organization may co-sponsor, co-finance or attend or participate in a function at which alcohol is purchased by any of the host student organizations or groups without also complying with Third Party Vendor Guidelines.

All recruitment activities associated with any student organization will be non-alcoholic. No recruitment activities associated with any student organization may be held at or in conjunction with a tavern or alcohol distributor as defined in this policy.

No member, associate, new member or novice shall permit, tolerate, encourage or participate in "high risk drinking" as defined below.

Failure to abide by the provisions of this policy may result in the loss of recognition of a student organization as well as other disciplinary and/or legal procedures as appropriate.

Hosting an Event

Student organizations and social fraternities and sororities wishing to rent or use a room or area in a tavern or other venue for a closed event at which students may purchase alcohol from a third party vendor should contact the Student Involvement & Leadership Center for approval. Club sports wishing to do the same or wishing to host a sporting event at which a third party vendor is selling alcohol should contact Recreation Services for approval. A copy of the liability insurance for the third party vendor must be provided to the university prior to the event taking place.

Additionally, student organizations and club sports will be asked to attend an educational training prior to holding the event. At least one student from the organization will be asked to be a non-drinking sober monitor at the event. Depending on the scale and scope of the event, more than one student may be asked to fulfill this role. Sober monitors will be trained on alcohol risk-reduction and safe party techniques.

Definitions

Alcohol Defined: Any liquor (distilled spirits), beer (fermented malt beverage) or wine containing ethyl alcohol.

Tavern Defined: Any establishment generating more than half of annual gross sales from alcohol.

Lower Risk Drinking can be defined as:

- Being 21 or older.
- Drinking only if you want to, not letting others dictate your choice.
- Eating a meal before drinking.
- Drinking no more than one drink per hour; maximum 1 for women, two for men. A drink is defined as 5 ounces of wine, 12 ounces of regular beer or 1.5 ounce of 80 proof spirits.
- Alternating alcoholic and non-alcoholic drinks.
- Always knowing what you are drinking; never leaving a drink unattended.
- Knowing how you will get home safely before you go out. Having a designated driver.

High Risk Drinking is defined as:

- Chugging, drinking games, shots (drinking anything out of a punch bowl, trough, hose or funnel).
- Drinking to get drunk (intoxicated).
- Driving after drinking or riding with someone under the influence.
- Drinking too much too fast.
- Going to parties where people drink too much.
- Not knowing what is in your glass or leaving it unattended.
- Mixing alcohol with medications or illegal drugs.

Appendix B: Student Organization Alcohol Policy/Third Party Vendor Guidelines
Alcohol at Events and Activities

The possession, sale, use, or consumption of alcoholic beverages during a student organization event, in any situation sponsored or endorsed by the student organization, or at any event an observer would associate with the student organization, must be in compliance with any and all applicable laws of the state, province, county, city and Boise State University policy, and must comply with the Alcohol at Events and Activities policy in the Student Organization Handbook and these Third Party Vendor Guidelines.

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These guidelines will help you understand the steps to take to work with a vendor to provide alcohol for a student organization event. For further information, please refer to the Alcohol at Events and Activities policy found in the Student Organization Handbook.

Finding a Vendor

To serve alcohol at events off-campus, a student organization must use a Third Party Vendor. When a vendor is identified, a copy of their liability insurance must be sent to the Student Involvement & Leadership Center to be kept on file. No student organization funds can be used to pay for alcohol, but vendors may set up a cash bar at an event. Events with alcohol at them must be held off-campus. It is expected that food be provided by the vendor and/or the student organization or that it be available for purchase at the event.

Vendor Responsibilities

It will be the responsibility of the vendor to serve and sell the alcohol at the event. Student organizations may not be associated with the selling or distribution of alcohol, otherwise they will be found in violation of the alcohol policy. Vendors may not serve alcohol brought to an event by attendees.

Vendors must agree to the following:

- Provide staff to check IDs of participants
- Provide staff that are trained to serve alcohol responsibly
- Provide a cash bar
- The vendor or staff serving is not a member of a student organization
- Have a current liquor license
- Have proper insurance on file with Boise State

Educational Training

Student organizations wishing to be approved to have alcohol at off-campus events need to attend an educational training session. These sessions are coordinated by the Student Involvement & Leadership Center and University Health and Recreation Services. The training is focused on providing organizations with information on how to host a safe event where alcohol is present. The person(s) from your organization who attend the training session must also be present at your event. Dates and times of the sessions can be found on the Student Involvement & Leadership Center's website.

Food at Events

It is expected that food be provided by the vendor and/or the student organization or that it be available for purchase at the event. It is recommended that foods provided not be salty. Recommended foods include sandwiches, fruits, and vegetables.

Appendix C: MEDICAL EMERGENCY PROTOCOL FOR DRUGS AND ALCOHOL Philosophy

Boise State University cares about the health and safety of its community members. When a student has consumed drugs and/or alcohol, a situation may arise whereby emergency medical assistance is needed immediately. While all students should understand their rights and responsibilities as outlined in the Student Code of Conduct, the University recognizes that some students may be reluctant to seek help for themselves or others, even though someone's health and safety is at risk, for fear of facing student disciplinary action when alcohol or drugs have been used.

This protocol embraces Boise State University's effort to demonstrate the Shared Value of Caring by reducing harmful consequences that may be caused by the consumption of alcohol and/or drugs. The University does not condone the illegal use of drugs by students, faculty or staff or the consumption of alcohol by those under the age of 21. It is, however, committed to increasing the occurrence university community members will call for medical assistance when faced with an alcohol or drug-related emergency.

This protocol is intended to notify students that Student Code of Conduct charges may not be filed against them for drug and/or alcohol policy violations if they act in a responsible manner by seeking emergency medical assistance in alcohol or drug-related emergencies. This protocol is not intended, however, to enable or ignore problematic behaviors relating to substance use. Therefore, this protocol will promote and support education and assistance for individuals who seek emergency medical attention related to the use of alcohol and/or drugs in order to reduce the likelihood of future occurrences.

Scope of Protocol

The Boise State University Medical Emergency Protocol only provides relief to students who may have violated the Student Code of Conduct for drugs and/or alcohol. It does not grant amnesty or relief from criminal, civil, or legal consequences for violations of Federal, State, or local laws.

The Medical Emergency Protocol is not intended to shield or protect those students who repeatedly violate the Student Code of Conduct for drug or alcohol violations. In cases where repeat violations occur, the University reserves the right to take disciplinary action on an individual basis regardless of the manner in which the incident was reported. In addition, the University reserves the right to adjudicate any event in which the incidents are serious. Disciplinary relief applies only to alcohol or other drug-related medical emergencies but does not apply to other prohibited conduct such as assaults, sexual misconduct, property damage or distribution of illicit substances. This Protocol also only applies to those students who seek emergency medical assistance in connection with an alcohol or drug-related medical emergency. The protocol may not apply to individuals experiencing an alcohol or drug-related medical emergency who are found by university employees (i.e.—Campus Security, residence hall staff, etc).

Protocol

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Students Seeking Help for Self Students who seek emergency medical attention for themselves related to consumption of drugs or alcohol will not be charged with violations of the Student Code of Conduct for drugs and/or alcohol, provided the student subsequently complies with conditions made as a result of the review of the incident by the Office of Student Rights & Responsibilities. Failure to comply with the conditions will void the terms above and may result in further university administrative action.

Students Seeking Help for Others Students are encouraged to demonstrate responsible, caring behavior by seeking out emergency medical assistance when another individual is in need of assistance. Students who seek emergency medical attention for someone else will not be charged with violations of the Student Code of Conduct for drugs and/or alcohol. The student for whom the emergency medical attention is requested will also be eligible to have student conduct charges waived for drugs and/or alcohol. Students will have to subsequently comply with conditions made as a result of the review of the incident by the Office of Student Rights & Responsibilities. Failure to comply with the conditions will void the terms above and may result in further university administrative action.

DRUG-FREE SCHOOLS AND CAMPUSES
BIENNIAL REPORT
LEWIS-CLARK STATE COLLEGE
DECEMBER 2012

Introduction:

Lewis-Clark State College takes serious the federal mandate to provide substance abuse and dependency prevention efforts on campus for faculty, staff and students. This report is written by the Director of Student Counseling Center and Disability and Health Services with input from students, staff and faculty members of the Student Life Committee (SLC), the Vice President for Student Affairs, Director of Residence Life, and Director of Security at LCSC. The purpose of this document is to comply with the Education Department General Administrative Regulations (EDGAR) Part 86 mandate to review Lewis-Clark State College's "alcohol and other drug" (AOD) prevention program to the campus community. This report addresses the following elements:

1. Overview of the current AOD prevention program
2. Discussion of goals and subsequent assessment of each AOD program goal.
3. Synopsis of strengths and weaknesses of our AOD program
4. Incident Reports and Resolutions
5. Suggested changes, improvements to the AOD prevention program
6. Identification of AOD prevention program goals – 2013-2014
7. Current policies distributed to LCSC students, faculty and staff

Overview of LCSC Alcohol and other Drug Prevention Program:

Lewis-Clark State College maintains an ongoing substance abuse prevention program currently consisting of educational, early intervention, enforcement and environmental strategies. The Student Life Committee (SLC) made up of students, faculty and staff members, works under the direction of the Vice President for Student Affairs (previously Dean of Student Services). The Director of the Student Counseling Center (SCC) is the current chair of this committee which works to address campus substance abuse concerns and other relevant topics to provide support and direction for campus prevention efforts.

Lewis-Clark State College is also a member of the Idaho College Health Coalition (ICHC) which consists of 9 other colleges and universities in Idaho State to address relevant health, substance abuse and prevention issues. This coalition helps to support programming and funding for prevention efforts. Every two years since 2005, LCSC, along with other Institutions of Higher Education (IHE) in the ICHC, have conducted the American College Health Association – National College Health Assessment (ACHA-NCHA) on our students. Results of these surveys are distributed to relevant campus wide stake holders and offices and are used in substance abuse and other health related programming efforts by SCC, Student Health Services, and the SLC. Survey results are also posted on the SCC website for campus and community distribution. This

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coalition also provides additional trainings and opportunities to benefit campus prevention programs.

The AOD prevention program at LCSC consists of the following components and activities:

1. Alcohol and Drug Use Education

All incoming students attending orientation services and those entering campus residencies are provided with the AOD policy, information regarding the effects and potential harmful consequences of AOD use, consequences of violating those policies and are given campus and community referral resources if needed. The campus community also receives periodic opportunities to participate in AOD screening programs and events and is provided other educational information related to substance use throughout each academic year. Additionally, the SCC and Student Health Services (SHS) both routinely provide educational information to their clients and other groups as needed/requested and provide relevant AOD information on our websites. These sites also maintain substance abuse education and services links for students as well as faculty and staff use. Starting with registration for FA, 2011, the LCSC AOD policy and required notification information is presented during registration so that each student (except HS/dually enrolled students and some professional technical students) is exposed to this information during the registration process. This allows LCSC a systematic and comprehensive method for our notification mandate.

Employees are provided an orientation to the campus when they first start, via the Office of Human Resource Services. During that training, they are made aware of the college's policies about drug and alcohol use. They are also informed of the Mental Health, Substance Abuse, and Employee Assistance Program made available to college employees and they are given a 24-hour hotline that they can call at any time if they need help. All services and policies are posted on the college's web site: www.lcsc.edu/humanresources/additional%20benefits.htm and SCC site www.lcsc.edu/osl/counseling.htm.

2. Early Intervention Services

Students who come to the attention of faculty, Residence Life, Security or other staff or faculty for concerns related to AOD use and/or abuse, are referred to the SCC for initial substance abuse screening, education and referral services. Students who violate the Student Code of Conduct related to the alcohol and drug policy are referred to the VP of Student Affairs for adjudication.. Students found in violation of this policy for the first time are typically asked to verify completion of the Electronic - Check Up to Go for Alcohol (e-CHUG) program. Depending on the situation, some students are also then referred to SCC to complete the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program and required to provide verification of their attendance and participation in this program. Students receiving a second or third alcohol related violation are referred to the SCC to receive at least two sessions of Brief Alcohol Screening and Intervention for College Students (BASICS), and likely face additional related judicial sanctions as well. Students found using illegal substances (marijuana, OTC meds, etc) and in violation of our substance abuse policy are referred directly to the SCC for substance abuse assessment and evaluation and receive other sanctions as warranted. Parental notification is also included in alcohol/drug violation sanctions and is used at the discretion of the VP for Student Affairs. If necessary or warranted additional counseling services are

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provided and can be mandated or proper referrals are made to other community services when appropriate.

3. Environmental Strategies

LCSC continues to provide an active campus recreation and Student Activity program that offers a variety of safe, free or low cost and AOD free alternatives for all students. Such programming, which includes intramural sports, student clubs, outdoor recreation opportunities, student government and other leadership development activities, are marketed aggressively to the student population. This wide menu of student activities promotes student engagement and provides alternatives to more destructive behavior including AOD use or abuse. Over the past two years, the Associated Student Body of LCSC along with the Student Activity program initiated a weekly campus wide event called "Warrior Wednesday" which has become a very well attended, well ran and organized and effective event to provide both specific information regarding specific topics of interest and/or concern but also to provide campus engagement and cohesiveness and to add diversity to the campus as a whole. The SLC has now become regular participants in this activity to provide periodic AOD information and Alcohol Screening opportunities. The last event we participated in during October, 2012, we conducted 34 individual alcohol screenings and had many more participants in the alcohol related education and programming during this event.

The Office of Residence Life (RL) also continues to improve its provision of alcohol and drug free activities for student residents. Large numbers of students are now attending many of the RL sponsored events and include but are not limited to:

Bowling	\$1 movie night	Swimming	Ice skating	Capture the flag
BBQ	Glow in the dark Frisbee	Scary Wood	Game night	Movie on the wall
Community service	Group hike	Minute- to- win -it	Corn maze	Sock assassin
Root beer pong	Roller skating	Safe Trick or Treat (for families in Talkington Hall)	Chalk it up	Resident dances

Residence Life has mandatory meetings at the beginning of every semester regarding the residence hall handbook and specifically addresses the alcohol drug use guidelines-Additionally, the Director of SCC, Student Health Services Nurse, and a Lewiston police officer all speak during mandatory Resident Assistants (RAs) training each semester on alcohol awareness and related issues and to other residence and campus groups as needed or requested.

4. Enforcement Efforts

The Security Office takes AOD infractions seriously and refers students to the VP for Student Affairs, who is also acting as a Judicial Affairs officer along with the Director of Residence Life, for on campus students violating the AOD policy. The Director of Security, Director of Residence Life, Director of Student Counseling Center and the VP for Student Affairs typically

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meet weekly to discuss enforcement efforts and to make appropriate referrals to campus and community resources as needed to effectively deal with AOD infractions. The security office also work with local law enforcement as needed when a student, staff or faculty member appears to have violated an alcohol or drug law.

The SCC also provides periodic training for RA's, security and other staff and faculty members to address alcohol and drug effects and to explain the referral process to continue to build prevention efforts at LCSC.

Incident Reports and Resolutions

Judicial Issues - Preview of Drug and Alcohol Reports by semester:

Spring 2011

<u>Outcome:</u>	<u>Number</u>
1) No Action	1
2) Warning	1
3) Official Warning	4
4) Probation	0
5) Withheld Suspension	1
6) Suspended	1
7) Refer for Intervention (E-Chug, Choices, BASICS, other) Total	8

Fall 2011

<u>Outcome:</u>	<u>Number</u>
1) No Action	13
2) Warning	4
3) Official Warning	9
4) Probation	0
5) Withheld Suspension	0
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other) Total	24

Spring 2012

<u>Outcome:</u>	<u>Number</u>
1) No Action	2
2) Warning	4
3) Official Warning	27
4) Probation	0
5) Withheld Suspension	0
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other) Total	9

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Fall 2012

<u>Outcome:</u>	<u>Number</u>
1) No Action	0
2) Warning	2
3) Official Warning	5
4) Probation	0
5) Withheld Suspension	2
6) Suspended	0
7) Refer for Intervention (E-Chug, Choices, BASICS, other)	3
Total	3

AOD Program Goals and Assessment

The goals for Lewis-Clark State's AOD program for 2011-12 included the following:

- 1) All students, faculty, and staff will be notified of the college's drug and alcohol policies. AOD counseling/assistance programs, and will be provided with information needed to access those policies independently. (Carried over from the 2010 report):**

Assessment: Staff and faculty members at LCSC are now typically notified each semester via campus mail about the LCSC AOD policy and are given referral information as to where to receive assistance if needed. New employees are provided the AOD policy at the time they are hired and ongoing staff members receive periodic post card mailings reminding them of this policy. Every new student is given information about the AOD policies as well as information needed to access those policies (i.e., the proper location on the college's web site). Additionally, the AOD policy and required notification information is now presented to students each semester during the online, registration process. This allows LCSC a systematic and comprehensive method for our notification mandate. The current plan was in place starting in FA, 2011 and has worked well at presenting this information in a consistent and reliable fashion. Dually enrolled students (HS/Dual Enrollment) and others not registering online, in the typical fashion are provided this information in paper in their registration material.

All this information is also provided in the Student Handbook and Academic Calendar which is available for new and returning students. It is also available to all students on the Student Counseling Center homepage at:

<http://www.lcsc.edu/osl/counseling/AlcoholDrugPolicy/CurrentAlcoholDrugAbusePolicy.pdf>

- 2,) Development of surveys and establish a process of evaluating perceived student needs to begin January, 2011.** The SLC has begun developing a series of brief student surveys to address specific, campus perceptions of LCSC life, AOD use/abuse by students on campus and associated problems that the college should explore.

Assessment: The SLC began the process in early 2011 looking at developing student surveys related to alcohol and other drug use programming options, ideas etc. This goal has not come to complete fruition as of this time as other issues and needs have taken precedence. However, the SLC will continue to explore options related to better data collection of student perceived needs as it relates to future AOD prevention education and programming.

3.) Pending continued funding, LCSC in conjunction with the ICHC will conduct the American College Health Association – National College Health Assessment (ACHA-NCHA) during FA, 2011 semester.

Assessment: The NCHA was completed as planned in November, 2011 and we generated 612 student responses to questions ranging from substance use, abuse and dependency to mental health, physical health and safety concerns and related problems to name only a few of the areas addressed. The information that was gathered was disseminated to all relevant campus wide stake holders and offices and to faculty, staff and students. Also the results are being used in substance abuse and other health related programming efforts and is posted on the SCC website for campus and community distribution.

4.) Work to fully implement the Electronic - Check Up to Go for Alcohol (e-CHUG) program to students at LCSC, across campus, as well as with all first time, sanctioned students.

Assessment: The E-Chug was completed by 54 LCSC students over the past 2 years, 39 of those were completed in the past year alone, which is the largest number of students in one year that has ever completed it at LCSC. Students violating the LCSC AOD policy were the primary participants in the program but several other campus groups – RA's and other student groups and organizations encouraged students to complete the program. Some also completed as part of an orientation workshop that the SCC conducted FA, 2012.

5.) Continuation and expansion of the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program intervention, currently used for sanctioned students to other student groups (Athletes, RA's, student leaders, etc.)

Assessment: Choice's was completed by about 18 students over the past two years. This includes students who were mandated to be in this due to AOD policy violation. Six of these students participated voluntarily to learn more about the alcohol related decisions as part of an orientation workshop program, FA, 2012. The idea to expand student exposure to Choices will continue in similar and new ways in the future.

Annual Notification Procedures

Current procedures for notifying the campus community of the college's policies related to drugs and alcohol consist primarily of information disseminated to major campus groups (e.g., the student body) via in-take or orientation programs. The policies and assistance programs are also featured prominently on high-traffic web pages. Starting with registration for FA, 2011, the LCSC AOD policy and required notification information is now presented during registration so that each student (except HS/dually enrolled students and some professional technical students) is exposed to this information during the registration process. This allows LCSC a systematic and comprehensive method for our notification mandate. Periodic post card mailings to notify faculty and staff of this policy continue as the primary periodic, notification tool at this time with employees, which occurs usually at least two times per year. For faculty/staff the primary web page is the college's Human Resources web page www.lcsc.edu/humanresources. For students, the primary web page is the Student Counseling Center (SCC) web page www.lcsc.edu/osl.

LCSC AOD Prevention Program Strengths and Weaknesses

In recent years Student Services staff and other key staff members at LCSC have dedicated their time and efforts to the Student Life Committee (SLC) and have agreed to work together toward expanding and improving its AOD prevention program. Additionally the ASLCSC student leadership has contributed greatly to our efforts and have become an integral part of our processes. As a result, our program has become more comprehensive in nature and is developing into a united and organized effort rather than the piecemeal or patchwork delivery that has occurred in the past. LCSC's continued involvement with the ICHC has also contributed to improved campus communication about AOD issues. The additional direction from the VP for Student Affairs has made our prevention efforts not only compliant with the federal law and the institution's ethical obligations to keep students and staff informed of AOD concerns, but has allowed this program to employ some best practices in our response to student needs.

The LCSC AOD programs needs to be expanded to include services to a broader and more diverse campus community and when possible should incorporate changes in technology and account for differences in the student, staff and faculty populations.. In addition, review of and possible changes should occur to the notification protocols for faculty, and staff to make that process more systematic and thorough. With a lack of direct responsibility assigned to staff other than the Director of SCC planning and implementation of prevention programming is often disjointed and tenuous at times. However, last year the Director of SCC began utilizing the SCC counseling intern more deliberately as part of the internship itself to maximize our efforts given the limited resources we have at our disposal at this time.

The off year, brief review that was called for in the previous, 2010 report was not completed in January 2012 as outlined but will be conducted next January, 2013.

Further goals and the continuation of previous program goals and objectives are outlined below.

Recommendations for Improvement of LCSC AOD Prevention Efforts

1. Continued growth and inclusion of additional students and faculty members to participate in the Student Life Committee (SLC) and promote further campus-wide "buy in" for these efforts.
2. LCSC will explore the feasibility of developing and or adopting an online or more "automated" notification of AOD issues program for the faculty staff notification process. Human Resources, (HR) will continue with the current system, as is for the immediate future.
3. More institutional investment through funding and additional staffing needs in order to more fully address the current and increasing demand for prevention services as a result of increased practice standards and need for effective program implementation, support and outcome assessment of services provided..
4. Need improved plan to educate and communicate with students, staff, faculty members regarding the SLC and related activities, events, programs and initiatives.

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5. The college should conduct a brief annual review of its compliance with the Drug Free Schools and Campuses Act (scheduled for January 2014) until its AOD program has been sufficiently expanded to meet the needs of the current student body. The annual review and report will be published in January of every year.

LCSC Substance Abuse Prevention Program Goals for 2013-14

1. Re direct the SLC toward the development of survey and or implementation of an existing standardized survey to evaluate perceived student needs The SLC will also explore use of a series of brief student surveys to address specific, campus perceptions of LCSC life, AOD use/abuse by students on campus and associated problems that the college should explore. This information will drive opportunities to offer substance abuse education programs more frequently during an academic year.
2. Pending continued funding, LCSC in conjunction with the ICHC will conduct the American College Health Association – National College Health Assessment (ACHA-NCHA) during FA, 2013 semester.
 - a. Will fully disseminate the results of this survey to all relevant campus wide stake holders and offices and to faculty, staff and students.
 - b. Results will be used in substance abuse and other health related programming efforts.
 - c. Results will be posted on the SCC website for campus and community distribution.
3. SLC and SCC and other relevant departments will work together to develop and implement a pro-social, peer to peer based, bystander training program (such as “Step Up”, ‘Red Watch Program”, etc) with projected implementation date of FA, 2013 or SP, 2014.
4. Work to continue implementation of the Electronic - Check Up to Go for Alcohol (e-CHUG) program to all students at LCSC, across campus, as well as with all first time, sanctioned students.
5. Continuation and expansion of the Choices: A Brief Alcohol Abuse and Prevention and Harm Reduction Program intervention, currently used for sanctioned students to other interested individual students through the student orientation workshop format, in other venues or to other individual or student groups (Athletes, RA’s, student leaders, etc.)

Current LCSC AOD Policies

Please see Appendix for web links to global policies covering students, faculty, and staff. Student policies, as published in the Student Code of Conduct and Student Handbook are as follows:

Alcoholic Beverages

1. Illegal possession or consumption of alcoholic beverages (beer, wine, liquor or other beverage which is controlled as an alcoholic beverage under Idaho law) is prohibited in College or College-owned, leased or operated facilities and on campus grounds.

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2. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. Public areas include, but are not limited to, lounges, College Union buildings, recreation rooms, conference rooms, athletic facilities and other public areas of College-owned buildings or grounds.
3. Sale of alcoholic beverages is prohibited in College-owned, leased or operated facilities and on campus grounds.
4. Guests and visitors shall observe these regulations while on campus or other College property. Noncompliance may subject a person to sanctions imposed by the College as well as to the provisions of local and state law. (Adopted by the State Board of Education, December 1, 1977).
5. For LCSC sponsored events which are open to the campus community and at which alcohol will be present, the sponsor will work with the Dean of Student Services or the appropriate academic or vocational dean to assure adherence to this policy. The following information will need to be provided to assure adherence.
 - a. Names and ages of individuals designated as bartenders or servers to check identification.
 - b. Means to inform participants of applicable state and federal laws regarding alcohol
 - c. Consumption.
 - d. Nonalcoholic beverages and food consumption
 - e. Designated driver program
6. No social event shall include any form of drinking contest in its activities or promotion. The Idaho law states that it is illegal to sell, serve or furnish beer, wine or other alcoholic beverages or intoxicating liquor to a person under 21 years of age. It is illegal for any person under 21 years of age to purchase or attempt to purchase, procure, possess, or consume any alcoholic or intoxicating liquor.
 - a. There are a number of minors attending LCSC and as a state institution; the College is legally obligated to comply with the state law.

Drugs

Possession, manufacture, distribution, use or sale of marijuana, drug narcotics or other controlled substances classified as illegal under Idaho law, except those taken under a doctor's prescription is prohibited on College-owned or controlled property (as that term is herein and hereafter used, College owned or controlled property includes student housing owned by or rented through the College), or at any College-sponsored or supervised function (See campus policy on Alcohol and Drug abuse, and rules on sanctions for alcohol and drug abuse).

Appendix

Policy 3.113 Drug/Alcohol <http://www.lcsc.edu/policy/Policy/3.113.PDF>

Policy 3.114 Drug-Free Workplace <http://www.lcsc.edu/policy/Policy/3.114.PDF>:

Student Counseling Center link to alcohol/drug policy and associated resources:

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<http://www.lcsc.edu/osl/counseling/AlcoholDrugPolicy/CurrentAlcoholDrugAbusePolicy.pdf>

ComPsych web site <http://www.guidanceresources.com/groWeb/login/login.xhtml>

Employee Assistance Program (EAP) information

<http://www.lcsc.edu/humanresources/additional%20benefits.htm>

If you have questions or concerns related to any part of this report please contact: Coordinator of Student Counseling Center at 792-2211 or VP Student Affairs at 792-2218.

Respectfully submitted

Doug Steele, MA

Director, Student Counseling Center, Disability and Health Services
Chair, Student Life Committee, LCSC

Idaho State University
Office of Student Affairs

Summary Report on Student Alcohol and Drug Violation Cases
August 15, 2009 – March 1, 2013

The University's Statement on Alcohol and Drugs (http://www.isu.edu/policy/fs-handbook/part4/4_7/4_7e.html) is included in the ISU Policies and Procedures and includes information focused on education and prevention in the area of substance use and abuse. The current student alcohol and drug violation policy is in the *ISU Student Conduct Code* (ISU Student Handbook; pgs. 14, 16-17; see link at isu.edu/studenta). The *Student Conduct Code* is under final revisions with only minor recommended changes to the alcohol and drug violation section at this time (e.g. renaming the probation sanction). The current ISU alcohol and drug policy in the *Student Conduct Code* uses the previous *State Board of Education Policy* designated for all Idaho universities. There is currently no such designated policy that could be found and a contact with the SBOE office (Tracy Bent) reported that the policy is up to individual institutions. The ISU alcohol and drug policy, as it pertains to students, can also be found in the *ISU Housing Standards of Residence* (<http://isu.edu/housing/manual.shtml#a>).

For the purposes of this report, *Student Cases* refers to individual students charged with an alcohol or drug violation and a conduct hearing is held and *Incidents* refers to ISU Public Safety reports that list alcohol or drug offenses. For *Incidents* multiple students may be listed as suspects.

Student Alcohol and Drug Violation Cases and Public Safety Incidents:

Totals – Student Conduct Hearing Cases: 8/17/2009 – 3/1/2013

Alcohol Violation: Student Cases/Hearing Held (Aug 17, 2009 - Mar 1, 2013)

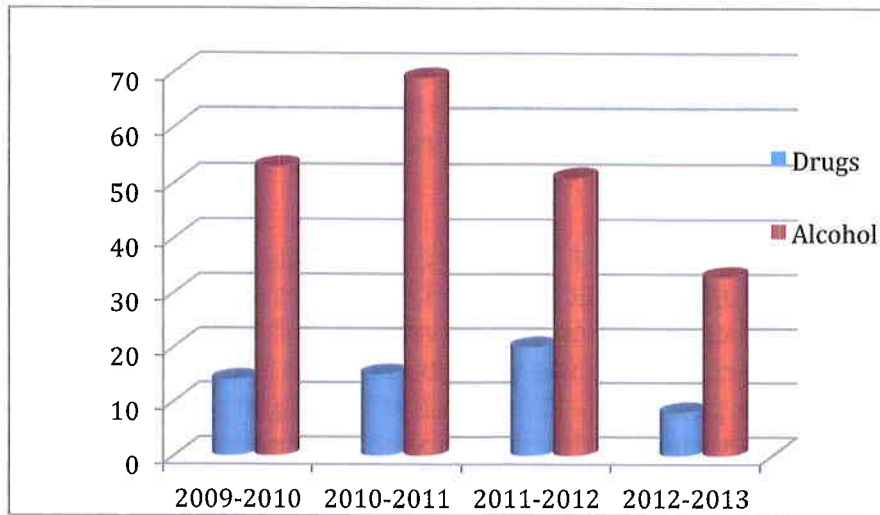
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
347	206	141	270	77	31
(178 Housing)					

Drug Violation: Student Cases/Hearing Held (Aug 17, 2009 - Mar 1, 2013)

Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
116	57	59	93	23	5
(52 Housing)					

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Student Alcohol and Drug Violations Aug 17, 2009 - Mar 1, 2013



Academic Year Totals – Student Conduct Hearing Cases

Alcohol Violation: Student Cases/Hearing Held					
2009-2010					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
91	53 <i>(50 Housing)</i>	38	79	12	6
2010-2011					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
117	69 <i>(56 Housing)</i>	48	80	37	10
2011-2012					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
78	51 <i>(42 Housing)</i>	27	62	16	11
2012-2013 (through 3/01/2013)					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
61	33 <i>(30 Housing)</i>	28	49	12	4

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Drug Violation: Student Cases/Hearing Held					
2009-2010					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
26	14 <i>(14 Housing)</i>	12	21	5	0
2010-2011					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
26	15 <i>(12 Housing)</i>	11	17	9	0
2011-2012					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
43	20 <i>(18 Housing)</i>	23	38	5	4
2012-2013					
Total Student Cases	Responsible	Not Responsible	Housing	Not Housing	Athlete
21	8 <i>(8 Housing)</i>	13	17	4	1

ISU Public Safety Incident Reports Involving Alcohol and/or Drug Offense (One to multiple students per incident report)	
Alcohol Incidents (Aug 17, 2009 - Mar 1, 2013)	Drug Incidents (Aug 17, 2009 - Mar 1, 2013)
128	54

Other Conduct Violations (connected with an alcohol and/or drug violation indicating <i>possible</i> harm to self or other and/or property damage)	
Alcohol Incidents	Drug Incidents
Welfare check - 3 Intimidation - 1 Physical Abuse - 1 Disruptive Behavior - 1	0

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Multiple Alcohol or Drug Violations: Student Cases/Hearings Held		
Alcohol	Drug	Alcohol and/or Drug
2nd Offense – 11 3rd Offense – 1	2nd Offense – 2 3rd Offense – 0	3rd Offense – 1 (2 Alcohol and 1 Drug Violation in Academic Year)

Alcohol and Drug Violation Sanctioning

The ISU Student Conduct Code process includes a mandatory sanctioning procedure for alcohol and drug violations. This sanctioning procedure includes the following:

- First violation in the Academic Year – Attend an alcohol or marijuana education class and be placed on probation.
- Second violation in the Academic year – Substance abuse evaluation (at the student's expense) and continue with probation.
- Third violation in the Academic year – Student suspended for one academic semester or one academic year.
- Consideration for *violations with injury or conduct likely to lead to injury or violation without injury or conduct likely to lead to injury.*
- Right of appeal.

The alcohol and marijuana education classes are online courses conducted through 3rd Millennium Classrooms (<https://3rdmilclassrooms.com>) The alcohol course is *Under the Influence* and the marijuana course is *Marijuana 101*. The courses each cost \$35.00, which is paid by the student. ISU began using the online education program in April 2010 for alcohol violations and November 2009 for drug violations.

Prior to using the current online education program for violation sanctions, students with alcohol violations were required to watch an Alcohol 101 CD and turn in a worksheet and student with drug violations were typically asked to write a paper or other equivalent sanction. The lack of a systematic and formalized sanction for drug violations was the impetus for securing the 3rd Millennium online education program.

Online Education Sanction Results - 3rd Millennium (April 1, 2010-March 1, 2013)

	Students Completing	Demonstrated Learning from Online Education Based on Pretest and Final Score Comparison (100 score maximum, 0 score minimum)
Alcohol	119	Average increase of 26.52 from pre- to final test Greatest increase was 90 points Lowest increase was 0 points Mode of 30 point increase across 119 test takers
Drugs	38	Average increase of 26.30 from pre- to final test Greatest increase was 55 points Lowest increase was 0 points Mode of 20 point increase across 38 test takers

Idaho College Health Coalition (IHC)

ISU is a member of the IHC whose mission is to help prevent alcohol and drug abuse and promote healthy lifestyles among college students. The ISU Student Conduct Administrator attends meetings and education sessions a minimum of two times per year and is currently the Secretary for IHC. The participants in this coalition share current strategies and information that can be used in prevention education programming.

Prevention and Education Programming

The following programming related to alcohol and drug use prevention and education has been consistently provided at ISU:

- ISU New Student Orientation
 - Sessions on Alcohol/Drug Education and awareness (both Student and Parent session)
- ISU Housing
 - All Hall sessions on Alcohol Safety, Education and Awareness (1st month Fall semester)
 - Resident Assistants Training on Alcohol Safety, Education and Awareness
- Student Activity Board Events (program decisions based on current SAB Board)
 - Car Simulator Activity, Beer Googles – Fall 2012
 - National Presenter from PEER Awareness (peerawareness.com) – Fall 2011
- Union Program Council – no programming in this area the past two years

ISU Fraternity and Sorority Information

There are two social sororities and two social fraternities on the ISU Campus. These include:

Sororities

Alpha Zeta Delta

Sigma Sigma Sigma

Fraternities

Lambda Theta Phi

Kappa Sigma

Report prepared for: Patricia Terrell, Vice President for Student Affairs

Report prepared by: Jane Coe Smith, Melissa Millican,
Stephanie Foreman, Pamela Wells (Office of Student Affairs)

Report date: April 9, 2013

Part 4. Personnel Policies

Section VII. Miscellaneous

E. Statement on Alcohol and Drugs (Updated 5/02)

The purpose of this policy, and the programs listed, is to work toward the prevention of substance abuse in the University community. Goals are (1) to present factual and accurate information regarding dangers and hazards of drug and alcohol use, misuse, and abuse, (2) offer recommendations for alternative behaviors and (3) provide leadership in the dissemination of information. Through efforts in this area, the University wishes to encourage the creation of an educational environment for its students conducive to making conscientious and healthy decisions when they are faced with the difficult choices associated with the use of legal and illegal drugs and alcohol and to provide a better working environment for the faculty and staff. Education efforts will be directed to all members of the University community, students, faculty and staff. It is the intention of the University to make drug and alcohol awareness and education an important part of the social and academic aspects of campus life.

The University cannot be responsible for the personal lives and decisions of students, faculty and staff; however, if the use or abuse of drugs and/or alcohol threatens to cause disorder or danger to the members of the University community, others, or campus property, appropriate action will be taken. Enforcement and discipline shall be consistent and due process appropriate for the offense shall be applied in accordance with established University policies and procedures.

Faculty and Staff

Members of the faculty and staff are required to obey the state laws and policies of the State Board of Education regarding the use of drugs and alcohol on campus. Violations of these policies shall result in appropriate disciplinary action in accordance with current personnel policies and procedures. Illegal drugs are not permitted on campus, and alcohol may be consumed only where authorized by State Board of Education Rule. Individuals working under grants and contracts with other state and federal agencies must meet the drug and alcohol standards required by those agencies.

When the University identifies substandard work or unacceptable job performance which may be attributed to substance abuse, it may require evaluation and subsequent treatment. It is the responsibility of the employee to cooperate in his or her treatment. Discipline up to and including dismissal may occur if there is no noticeable improvement in job performance or if the individual continues to violate drug or alcohol policies of the University. Allowance will be made for time off for recovery and for medical and counseling services in accordance with sick leave policies. Strict confidentiality of related records will be maintained in all matters related to referral and treatment.

The University encourages faculty and staff members who have substance abuse problems to seek help through the Employee Assistance Program (EAP). EAP is a confidential short-term counseling service

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provided by the State of Idaho and offered as part of the ISU benefits package. This counseling service is for a variety of issues including substance abuse and personal or familial problems. For more information contact the Office of Human Resources.

Educational workshops, seminars, films and brochures will be made available to faculty and staff members through the sponsorship of such groups as COPE (Council of Professional Employees), CEC (Classified Employees Counsel), CHEC (Campus Health Education Committee), and the Idaho State University Wellness Center.

Reporting Responsibility

In accordance with the Drug Free Workplace Act (Executive Order No. 12564), and as a condition of employment, employees will:

1. Abide by the terms of this policy.
2. Notify the employer in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Students

In addition to the academic development of students, the University recognizes the importance of the health and safety of its students. To further enhance and improve opportunities for students in these areas, the University has developed the following policy and programs specifically related to substance abuse.

The University regards students as adults and expects them to take responsibility for their own actions. Many students are in an awkward position in that they are legal adults and have all of the rights and responsibilities thereof except as it pertains to the use of alcohol. The University is obligated to comply with state and federal laws and to enforce rules and regulations adopted by the State Board of Education.

1. Rules and regulations regarding drugs and alcohol are enumerated in the Student Code of Conduct and the section pertaining to drugs and alcohol is as follows:

- a. Possession and consumption of alcohol may be permitted by students of legal drinking age in private residence hall rooms or in on-campus apartment housing only.

- (1) Illegal possession or consumption of alcoholic beverages is prohibited in University-owned, leased or operated facilities and on-campus grounds.

- (2) Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of college or University-owned buildings or grounds.

- (3) Sale of alcoholic beverages is prohibited in college or University-owned buildings or grounds.

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b. The illegal manufacture or attempted manufacture of, the possession, use of or distribution of any illegal drugs, as defined by the laws of the State of Idaho, including, but not limited to, lysergic acid diethylamide (LSD), marijuana, amphetamines, and or distribution of, narcotics on University-owned or controlled property is prohibited.

Students who violate the Student Code of Conduct are subject to disciplinary action either through the Resident Hall or University Judicial systems. Students may also be subject to arrest and prosecution in cases where state laws have been violated. Sanctions up to and including expulsion may be imposed for drug or alcohol violations. A conviction for violation of state or federal drug laws may jeopardize federal financial aid.

The University will attempt to help students who have a problem and wish to receive assistance in dealing with that problem. The University will not, however, condone illegal activity and continued violation of drug or alcohol policies may result in expulsion.

The University Counseling and Testing Services, Student Health Center, Student Affairs Office, and the Idaho State University Psychology Clinic shall serve as the departments for referral for treatment of substance abuse problems. Upon referral or voluntary contact, each situation will be evaluated and treatment provided or referral will be made to the appropriate agency.

2. Intervention

Students with substance abuse problems usually come to the attention of the University through exhibiting behavior which is not socially acceptable. These people may be referred to any of the designated departments or be dealt with through the judicial process. Public Safety officers and Student Affairs staff people are trained to identify behavior which is likely to be associated with drug use or abuse. If drugs or alcohol are involved, evaluation and treatment may be required in addition to other appropriate disciplinary action. If evaluation indicates a drug or alcohol problem, treatment may be required in order for the individual to remain in University residence or as a condition of continued attendance at the University.

3. Evaluation and Treatment

Referrals to the University Counseling and Testing Services, Student Health Center, Student Affairs Office, or the Idaho State University Psychology Clinic may be made in any of the three following ways:

- a. Self Referrals — This is the preferred method. Students may call and make an appointment to meet with a counselor or physician.
- b. Voluntary Referrals — This type of referral involves a person identifying a problem in another and assisting that individual in making an appointment with a counselor, physician, or referral agency.
- c. Mandatory Referrals — In cases where individuals have demonstrated continued inappropriate behavior due to drugs or alcohol, mandatory evaluation and treatment may be required as a condition of continuing to live in a residence hall or remaining enrolled in the University.

The University is here to provide educational service and to this end shall make all reasonable efforts

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to assist students who seek help. Confidentiality is assured to anyone who requests help and no disciplinary action will be taken as a result of a student's request for help.

4. Programs for Education and Prevention

The Campus Health Education Committee (CHEC) will coordinate campus wide efforts to provide educational programs and services to assist students in learning about substance abuse and other health related problems. In addition, various groups and living units will provide educational programs to students with the goal of presenting factual and accurate information to students regarding drug and alcohol use, misuse, and abuse. Recommended guidelines regarding responsible alcohol consumption at off-campus locations will be provided to campus organizations. Advertising of events, of which the main purpose is alcohol consumption, shall not be permitted on campus.

Idaho State Law(s) Pertaining to Controlled Substances

I.C. § 37-2732 (a) Manufacture and Distribution

Except as authorized by this chapter, it is unlawful for any person to manufacture or deliver, or possess with intent to manufacture or deliver, a controlled substance.

Any person who violates this subsection with respect to:

A controlled substance classified in schedule I which is a narcotic drug or a controlled substance classified in schedule II, except as provided for in section 37-2732B(a)(3), [Idaho Code,] is guilty of a felony and upon conviction may be imprisoned for a term of years not to exceed life imprisonment, or fined not more than twenty-five thousand dollars (\$25,000), or both;

Any other controlled substance which is a nonnarcotic drug classified in schedule I, or a controlled substance classified in schedule III, is guilty of a felony and upon conviction may be imprisoned for not more than five (5) years, fined not more than fifteen thousand dollars (\$15,000), or both;

A substance classified in schedule IV, is guilty of a felony and upon conviction may be imprisoned for not more than three (3) years, fined not more than ten thousand dollars (\$10,000), or both;

A substance classified in schedules V and VI, is guilty of a misdemeanor and upon conviction may be imprisoned for not more than one (1) year, fined not more than five thousand dollars (\$5,000), or both.

I.C. § 37-2732 (c) Possession

It is unlawful for any person to possess a controlled substance unless the substance was obtained directly from, or pursuant to, a valid prescription or order of a practitioner while acting in the course of his professional practice, or except as otherwise authorized by this chapter.

Any person who violates this subsection and has in his possession a controlled substance classified in schedule I which is a narcotic drug or a controlled substance classified in schedule II, is guilty of a felony and upon conviction may be imprisoned for not more than seven (7) years, or fined not more than fifteen thousand dollars (\$15,000), or both.

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Any person who violates this subsection and has in his possession lysergic acid diethylamide is guilty of a felony and upon conviction may be imprisoned for not more than three (3) years, or fined not more than five thousand dollars (\$5,000) or both.

Any person who violates this subsection and has in his possession a controlled substance which is a nonnarcotic drug classified in schedule I except lysergic acid diethylamide, or a controlled substance classified in schedules III, IV, V and VI is guilty of a misdemeanor and upon conviction thereof may be imprisoned for not more than one (1) year, or fined not more than one thousand dollars (\$1,000), or both.

It shall be unlawful for any person to be present at or on premises of any place where he knows illegal controlled substances are being manufactured or cultivated, or are being held for distribution, transportation, delivery, administration, use, or to be given away. A violation of this section shall deem those persons guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than three hundred dollars (\$300) and not more than ninety (90) days in the county jail, or both.

If any person is found to possess marijuana, which for the purposes of this subsection shall be restricted to all parts of the plants of the genus Cannabis, including the extract or any preparation of cannabis which contains tetrahydrocannabinol, in an amount greater than three (3) ounces net weight, it shall be a felony and upon conviction may be imprisoned for not more than five (5) years, or fined not more than ten thousand dollars (\$10,000), or both.

I.C. § 37-2737 Distribution to Minors

Any person over the age of eighteen (18) who violates the law by delivering a controlled substance to a person under the age of eighteen (18), who is at least three (3) years his junior, may have his/her punishment doubled.

Repeat Offenses

Persons convicted of subsequent controlled substance violations may have their punishments doubled and may face a mandatory minimum penalty. (I.C. §§ 37-2739A, 37-2739B.)

Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

21 U.S.C. 844(a)

First conviction: Up to 1 year imprisonment and fined at least \$1,000 but not more than \$100,000, or both.

After 1 prior conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500 but not more than \$250,000 or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5,000 but not more than \$250,000 or both.

Special sentencing provisions for possession of crack cocaine: Mandatory at least 5 years in prison, not to exceed 20 years and fined up to \$250,000 or both, if:

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- a. 1st conviction and the amount of crack possessed exceeds 5 grams.
- b. 2nd crack conviction and the amount of crack possessed exceeds 3 grams.
- c. 3rd or subsequent crack conviction and the amount of crack possessed exceeds 1 gram.

21 U.S.C. 853(a)(2) and 881(a)(7)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1 year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 844a

Civil fine of up to \$10,000 (pending adoption of final regulations).

21 U.S.C. 862a

Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses.

18 U.S.C. 922(g)

Ineligible to receive or purchase a firearm.

Miscellaneous

Revocation of certain Federal licenses and benefits, e.g. pilot license, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

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wishes to encourage victims to report incidents of sexual misconduct and therefore reserves the right to waive disciplinary charges against victims for circumstances surrounding the incident. For example, a victim who had been an underage drinker would not typically face charges of violating alcohol policies.

Sexual Misconduct is any sexual act which violates the laws of the State of Idaho; and/or includes, but is not limited to: acts of rape (stranger and acquaintance or date rape) and other forms of coerced sexual activity, including unwanted touching, fondling or other forms of sexual conduct. Any sexual activity which is entered into without consent of both or all persons involved is a violation of this policy. Affirmative consent [to sexual relations] is required, either verbally or by acts unmistakable in their meaning.

A person may not avoid responsibility for a sexual activity because of impairment due to the influence of alcohol or other drugs. A person is deemed incapable of giving consent when that person is a minor under the age of 18 years, is mentally disabled, mentally incapacitated, physically helpless, under the influence of alcohol or drugs to the point of being unable to make a rational decision, unconscious or asleep. The degree of impairment of a person's ability to give or withhold consent may be introduced as pertinent information at any University disciplinary hearing. A person always retains the right to revoke consent at any time during a sexual act.

Sexual Assault or Sexual Harassment also encompasses acts as defined in University policies on sexual assault and sexual harassment.

23. **Violation of Law and Idaho State University Discipline**—Idaho State University disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the University Student Conduct Administrator. Determinations made or sanctions imposed under this Student Code shall

not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

24. **Misconduct Abroad**—Any student, who in any foreign country undertakes study or represents the University otherwise, remains subject to the Student Conduct Code. The University retains discretion as it considers appropriate to apply disciplinary action under the Code if the student violates any law, rule or regulation in that country or any institution where that student undertakes study.

D. Alcohol Violations and State Board of Education Policy

1. Regulations

- a. Consumption and possession of alcohol is prohibited in general use areas and residence halls and is permitted only in the living quarters of persons of legal age; e.g., student apartments, and other areas designated by the President with the approval of the State Board of Education. General use areas shall include all University owned, leased or operated facilities, and on-campus grounds.
- b. Distribution of alcohol to a minor is prohibited.
- c. Possession of alcohol by a minor is prohibited.
- d. Possession or consumption of alcohol in areas that are designated as "alcohol free" is prohibited.
- e. If a student violates the Student Conduct Code while under the influence of alcohol, this policy will also apply.
- f. Sale of alcohol, unless authorized by the State Board of Education and with the appropriate licenses and permits, is prohibited.

2. Enforcement

- a. All incidents of alcohol violations shall be reported to the Public Safety Office.
- b. All reports of incidents involving alcohol will be forwarded to the Student Conduct Administrator.
- c. The Student Conduct Administrator or his/her designee will be responsible for the following:
 - 1) Determining if an incident reported constitutes a violation of the University alcohol policy.

- 2) Recording and tracking all students involved with alcohol violations.
- 3) Notification of the criminal justice system, when warranted, of the behavior of an individual involved in an incident.
- 4) Enforcing sanctions described.

3. Sanctions

a. Minimum Sanctions

The sanctions described are minimum sanctions and do not limit the disciplinary power of the University in any matter involving Student Conduct Code violations.

b. Infractions and Mandatory Sanctions

- 1) First infraction of the Academic Year. Student must attend an alcohol education class and will be placed on University conduct probation.
- 2) Second infraction in the Academic Year without injury or conduct likely to lead to injury. Student is placed on disciplinary probation and, at the student's expense, must submit to a substance abuse evaluation administered by a qualified authority. The student will provide the evaluation results or authorize the release of the evaluation results to the Student Affairs Office.
- 3) Second infraction in the Academic Year with injury or conduct likely to lead to injury. Student is placed on disciplinary probation, and, at the student's expense, must submit to a substance abuse evaluation performed by a recognized authority. The student will provide the evaluation results or authorize the release of the evaluation results to the Student Affairs Office. The Student Conduct Administrator or his/her designee may share all records of the incident with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary.
- 4) Third infraction in the Academic Year without injury or conduct likely to lead to injury. Student is suspended from the University for one academic semester.
- 5) Third infraction in the Academic Year with injury or conduct likely to lead to injury. Student is suspended from the University for at least one academic year and all records involving the

incident may be shared with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary by the Student Conduct Administrator or his/her designee.

- 6) Recording Cycle for Violations is One Academic Year. The academic year begins the first day the residence halls open for the fall semester and will continue through the day prior to the residence halls opening for the next academic year.
- 7) Right of Appeal. The student may appeal to the Dean of Students. The procedure described in the *Student Handbook* will apply. On-campus residents who live in residence halls and who violate the alcohol policy in on-campus housing will be governed by the policy and appeals process described in the University Housing Standards of Residence Life Handbook.

Students who violate the Student Code of Conduct are subject to disciplinary action through the Residence Hall and/or the University Student Conduct system. Students may also be subject to arrest and prosecution in cases where state laws have been violated. Sanctions up to and including expulsion may be imposed for drug or alcohol violations. A conviction for violation of state or federal drug laws may jeopardize federal financial aid.

The University will attempt to help students who have a problem and wish to receive assistance in dealing with that problem. The University will not, however, condone illegal activity; continued violation of drug or alcohol policies may result in expulsion.

Article V: Student Conduct Code Rights and Procedures

A. Procedural Rights

The University affords students the following rights in the adjudication of alleged student violations of the Student Code of Conduct, Rights, Responsibilities and Conduct Code System.

For all types of hearings, the student has the right to:

1. fair and impartial hearings;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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FACULTY STAFF HANDBOOK

CHAPTER TWO: 2300
STUDENT AFFAIRS POLICIES
August 2007

2300

STUDENT CODE OF CONDUCT

PREAMBLE. The university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community. Sanctions also serve to protect the UI community. The Student Code of Conduct is UI's manifestation of Section III, P-12, of the State Board of Education's Governing Policies and Procedures which states: 'Each institution will establish and publish a statement of student rights and a code of conduct. The code of student conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and to present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval by the chief executive officer.' The original of this code was created during the 1969-1970 school year. It was amended, at the suggestion of an ad hoc Faculty Senate committee in July 1992, July 1993, July 1998 (Article II), and July 2005 (Article II, section 2). For further information, contact the Dean of Students (208-885-6757). [rev. 7-98, 7-05, ed. 7-09]

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ARTICLE I--SCOPE OF THE CODE.

1. This document is a codification of disciplinary regulations enacted to govern the conduct of students on campus or at authorized UI activities. Disciplinary regulations govern the conduct of students on campus and/or at authorized UI activities [see [2200, Section III](#)]. The inclusion of, or failure to include, regulations herein pertaining to academic matters or to motor vehicles shall not affect any regulation, or the enforcement of any regulation, now or hereafter enacted by UI or any college or department thereof pertaining to academic matters or to motor vehicles.

2. Concurrent Jurisdiction.

- a.** Acts in violation of federal, state, or municipal laws come under the jurisdiction of UI only when they are also in violation of this code.
- b.** When Dean of Students (hereafter DOS) is informed that criminal charges are being brought against a student for conduct that also violates the Student Code of

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within it, by the action of compressed air within it, by the power of springs and including what are commonly known as air rifles, BB guns, and pellet guns.

10. No firearm may be brought onto campus unless it is encased and has a trigger lock attached. ("Encased" is defined as placing a gun with a trigger lock in some sort of container--hard or soft, and including, but not limited to, such materials as aluminum, plastic, wood, leather, and cloth--that is fastened by means of a snap lock, zipper, tie, etc.).

11. In UI residence halls firearms must be kept in an area authorized by the Housing Office.

12. Loaded guns are not permitted on campus. A "loaded gun" is defined as one containing live ammunition either in the chamber or in the magazine. Possession and storage of gunpowder must comply with federal, state, and municipal laws. No ammunition will be allowed on campus except that designated for firearms that are properly stored on campus.

13. Other explosive substances are also prohibited on campus, except as approved by the safety officer. Exceptions to the above may be made for supervised UI courses.

14. Unauthorized uses of dangerous projectile or explosive devices, including but not limited to sling shots, crossbows, catapults, and devices which cause dangerous chemical reactions, are violations of this code.

15. It is a violation of this code to:

- a.** knowingly gain unauthorized access to computer-based information or information resources;
- b.** knowingly, without authorization, destroy, alter, dismantle, disfigure, prevent rightful access to, or otherwise interfere with computer-based information or information resources; or
- c.** knowingly invade, without authorization, the privacy of individuals or entities that are creators, authors, users, or subjects of the information resources.

ARTICLE VII--DISCRIMINATION.

1. Any violation of the basic rights of a human being is contrary to the very nature of a university. The regents' antidiscrimination policy is as follows:

- a.** Practices or regulations that discriminate on the basis of race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran, as each of these bases is defined by law, are neither condoned nor permitted in any area of UI operations, including personnel appointments, student admissions, housing assignments, use of dining halls, classrooms, or other facilities, or in any activities of the faculty, staff, or students that may be commonly regarded as sponsored or sanctioned by UI.
- b.** Nothing herein shall be deemed to affect the classification of persons based on the differences between males and females or between other classes or groups that is not irrational, capricious, or arbitrary, and that is intended to accomplish a lawful purpose (e.g., women's or men's living groups may exclude persons of the opposite sex, and students with substandard grades may be denied membership in honor societies and other groups having minimum grade requirements).

2. Any student conduct that violates this policy shall, upon due proof, be a violation of this code.

ARTICLE VIII--DRUGS AND ALCOHOL. *[section renumbered 8-07]*

- 1.** The sale, use, or possession of illegal drugs is a violation of this code.

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2. Sale or illegal possession or illegal consumption of alcoholic beverages is prohibited in facilities owned, leased, or operated by UI and on campus grounds.
3. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of UI-owned buildings or grounds.
4. UI's primary role in handling matters involving the use or potential use of drugs or alcohol by its students is that of counseling. However, in appropriate situations, the full range of sanctions may be applied.

ARTICLE IX--AIDING, SOLICITATION AND ATTEMPT.

A person is in violation of this code if he or she:

1. intentionally aids or abets another in the commission of any offense(s) mentioned in this code;
2. requests, hires, encourages, or otherwise solicits another person to commit any offense mentioned in this code, either intending that the other person commit the offense or with the knowledge that the other person intends to commit the offense; or
3. attempts to commit any offense mentioned in this code.

ARTICLE X--JUDICIAL PROCEEDINGS.

1. Any member of the university community may file a complaint against any student for misconduct. Such complaints shall be prepared in writing and directed to the office of Dean of Students (DOS). Any complaint should be submitted as soon as possible after discovery of the alleged misconduct, preferably within thirty days. DOS may investigate to determine if the complaint has merit. *[ed. 8-07]*
2. DOS, or its representatives, may file charges on behalf of the university against a student accused of violating the Student Code of Conduct. In no event shall DOS file charges more than one year after DOS has discovered the alleged misconduct, although the summons can be served after the one year period if the charges were filed within the one year period. *[ed. 8-07]*
3. All charges, including amended charges, shall be presented to the accused student in writing. The accused student shall be deemed to have been "notified" of the charges, amended charges, notice of the hearing date and any changes in the hearing date, by any of the following methods:
 - a. hand-delivered notice; or
 - b. proof of the mailing of a certified, registered letter containing such information, sent to either the campus address or the home address that the student provided the university registrar in the student's registration documents; or
 - c. if receipt for the certified, registered letter is not returned with a signature within three weeks, then the accused student may be notified by proof of the mailing of a certified, nonregistered letter to the student's campus or home address; and the hearing date shall be set not less than five nor more than fifteen calendar days after the last date that the postal service attempted to deliver the certified, nonregistered letter.
4. A disciplinary hearing may be waived and informal disposition of disciplinary action may be made by an agreed settlement, in writing, between the student charged with code violations and the dean for Dean of Students or the dean's designee. The sanctions imposed in the agreed settlement will be effective upon signature of the parties, do not depend upon the approval of the UJC, and shall have full force and effect as if the sanctions had been imposed by the UJC. The Dean of Students shall, on a regular basis, inform the UJC of the agreed settlements entered into with students

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7. Sanctions affecting a student's residence in UI-controlled housing may be imposed. These sanctions are loss of privileges within the living group and temporary or permanent removal from UI-controlled housing.

8. Sanctions already imposed by civil or criminal process are taken into account when any UI sanction is imposed.

9. Extensive, organized, serious, or repeated violations of this code are taken into account when determining the appropriate sanction.

10. The Regents of UI adopted guidelines for enforcing campus alcohol regulations which include sanctions for violation of these regulations. Minimum sanctions for violations of Article VIII, Sections 1 and 2 of the Student Code of Conduct are listed below. These sanctions will be minimum standards and more severe sanctions may be applied. [See next page.]

a. First Infraction

Infraction	Sanction
1. Open container or minor in possession violations.	1. Referral to judicial council for education programs and payment of administrative costs.
2. Illegal distribution of alcohol.	2. Referral to judicial council with sanctions to include community service, period of probation, administrative costs, and education programs.

b. Second Infraction

Infraction	Sanction
1. Without injury; or without conduct likely to lead to injury.	1. Referral to judicial council or similar authority for action which must include a treatment and/or education program.
2. With injury; or conduct likely to lead to injury.	2. Referral to the proper administrative body of the institution for action must include notification to the criminal justice system, strict probation, and, a treatment or education program.

c. Third Infraction

Infraction	Sanction
1. Without injury; or without conduct likely to lead to injury.	1. Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, suspension from school for one semester.
2. With injury; or conduct likely to lead to injury.	2. Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, referral to the criminal justice system and expulsion from the institution for one year.

APPENDIX TO THE STUDENT CODE OF CONDUCT:

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95.31 - Alcohol

September 30, 2010

A. General. This section outlines state, municipal, and university provisions regarding the consumption of alcoholic beverages.

B. Legal Provisions. Under Idaho law it is illegal for any person under 21 years of age to purchase or attempt to purchase, or otherwise procure, possess, or consume beer, wine, or other alcoholic or intoxicating liquor. It is also illegal to sell, serve, give, or furnish beer, wine, or other alcoholic or intoxicating liquor to a person under the age of 21. Because the main university campus is within Moscow city limits, city beverage ordinances, which conform closely to state law, also apply on the campus and are enforced by the city police. *[ed. 9-10]*

C. Regents Policy. It is a violation of regents' policy for any member of the faculty, staff, or student body to jeopardize the academic operation or interests of the university through the use of alcohol or drugs. Sale or illegal possession or consumption of alcoholic beverages is prohibited on campus and in facilities owned, leased, or operated by the university. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of university-owned buildings or grounds. Students who violate this policy are subject to sanctions established by the Student Code of Conduct [see **FSH 2300 VIII**]. Guests and visitors must observe these regulations while on campus or other the university property. Noncompliance may subject a person to sanctions imposed by the university as well as to the provisions of local and state law. *[ed. 9-10]*

C-1. University Entertainment Guidelines. The university recognizes the need for official entertainment. Expenses for official entertainment, community relations, or public relations may be reimbursed by the university only when such activities are directly related to the objectives and mission of the university. With proper approval, consumption of alcoholic beverages may be permitted in certain situations. Please see **APM 70.21** for proper procedures to follow for university entertainment reimbursement.

D. University's Role. The university does not condone or remain indifferent to any act or conduct that impairs the pursuit or dissemination of knowledge or that may be judged to have a deleterious effect upon the academic community. The university's primary role in dealing with matters involving the use or potential use of drugs or alcohol by its students is that of counseling. The investigatory, prosecuting, and disciplinary roles relating to illegal drug and alcohol use are the responsibility of law-enforcement authorities. *[ed. 9-10]*

E. Kibbie-ASUI Activity Center. The university seeks the cooperation of the faculty, staff, students, and the general public in observing the policy that disposable bottles, cans, and other hard containers are not to be brought into the Kibbie-ASUI Activity Center. Patrons carrying nondisposable or soft containers may expect that gatekeepers will ensure that alcohol rules are not violated. *[ed. 9-10]*

F. Information. For further information contact General Counsel (208) 885-6125 or Risk Management Office (208) 885-7177. *[ed. 9-10]*

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Administrative Procedures Manual

95.32 – Drug Free Workplace

September 30, 2010

A. General. Freedom to inquire and the respect that members of the university community afford each other as colleagues define the quality of life at the university. Maintaining this freedom and respect demands clarity of thought, a focus on excellence, and a commitment that instruction and research will not be threatened by the presence or use of controlled substances. To recognize this commitment and to enunciate a policy that delineates the process by which this community disciplines itself, the university's policy and program to maintain a drug-free workplace are set forth below. *[ed. 9-10]*

B. Policy. This section describes the university's policy with regard to the use of controlled substances at the university. *[ed. 9-10]*

B-1. Drug Free Environment. The university strives to maintain an environment conducive to inquiry and learning and free of controlled substances. *[ed. 9-10]*

B-2. Federal and State Statutes. The unlawful manufacture, distribution, dispensing, possession, or use of any controlled substance (as defined in the federal Controlled Substances Act and 21 CFR 1300.11 through 1300.15 and in Title 37, Chapter 27, Idaho Code) is prohibited in or on all property owned or controlled by the university or at any location where the university's work is performed. *[ed. 9-10]*

B-3. Campus Community. This policy applies equally to administrators, faculty, staff, and students.

B-4. Employee Disciplinary Sanctions. Any university employee determined to have violated this policy will be subject to sanctions, up to and including termination of employment under procedures defined in FSH sections 3190, 3840, 3860, 3880, 3910, 3920 and 3930. These sections outline procedures for disciplinary actions and appeals for employees. *[ed. 9-10]*

B-5. Work Environment. No employee is to perform his or her work while under the influence of a controlled substance. An employee who violates this rule may be subject to mandatory evaluation and treatment for substance abuse as a condition of continuing employment as well as to disciplinary action described above. *[ed. 9-10]*

B-6. Condition of Employment. Compliance with university's drug-free workplace policy is a condition of employment for all employees. In addition, any employee working on a federal grant or contract who is convicted of a workplace violation of a criminal drug statute must notify the university through his or her supervisor or through Human Resource Services no later than five days after such conviction. The university, acting through the Office of Sponsored Programs, must subsequently notify the appropriate federal agency within 10 days of having received notice that any employee who is engaged in the performance of a grant or contract sponsored by that agency has been so convicted. *[ed. 9-10]*

B-7. Applicable Drug Testing. The university requires employees to undergo drug and alcohol testing where required, and to the extent required, by law. Information on testing requirements, procedures and positions affected may be obtained from the Employment Services unit of Human Resources, 885-3612, or email. *[ed. 9-10]*

B-8. Student Sanctions. Prohibitions regarding use of controlled substances by students are addressed by the Student Code of Conduct [FSH 2300]. *[rev. 9-10]*

C. Additional Information. Information on the health hazards associated with use of controlled substances, as well as assistance in recognizing and dealing with substance abuse problems generally--including abuse of alcohol--is available through services such as the Employee Assistance Program, the Counseling & Testing Center, the Student Health Service, the Latah County Office of the Idaho Department of Health and Welfare, and through private physicians. In addition, information on health effects of controlled substances will be published in the Annual Security and Fire Safety Report. *[rev. 9-10]*

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Alcohol Events – Timeline and Process

45 – 60 days before an event:

Under guidelines established by the Board of Regents, alcohol may be served at events held at the University of Idaho. For additional information, go to <http://www.boardofed.idaho.gov/policies/i/j.asp>.

Because of the higher risk of having alcohol at an event, the Regents have specific requirements for an alcohol event. Event schedulers are responsible for getting their alcohol event approved through Auxiliaries' Alcohol Permit process. Contact Kim Malm at Auxiliaries at (208) 885-5500 to start the Permit Application process, and then make sure to apply the Board guidelines to the event, including information about what type of alcohol will be served, required food service, number of attendees, etc. Additionally, determine whether your event is Sodexo or Non-Sodexo. This factor will make a difference in the amount of documentation required (see below).

SODEXO HAS EXCLUSIVE RIGHTS TO FOOD AND BEVERAGE SERVICE ON THE MOSCOW CAMPUS. If Sodexo will be your provider, we already have their information on file and the process is simplified.

IF YOU WILL BE USING A CATERER OTHER THAN SODEXO, Auxiliaries works with Risk Management. Risk will review and approve insurance and indemnification agreements collected from the sponsor, food service provider, and alcohol service provider.

30 days before an event:

Send your completed packet of documents to Auxiliaries. **It is the responsibility of the event scheduler to collect all of these documents** and follow up with Auxiliaries and Risk on the status of the insurance approvals and permit application. Your completed documents must include:

From	What <i>Auxiliaries will have Risk review items in bold type below ↓</i>	Notes
UI scheduler /Event planner	<input type="checkbox"/> Permit Application	
Sponsor	<input type="checkbox"/> Apply SBOE guidelines <input type="checkbox"/> Facility Use Agreement <input type="checkbox"/> Insurance certificate(s)	NOT NEEDED IF EVENT IS UI-SPONSORED
Alcohol Service Provider <i><u>These documents not needed if Sodexo does the event</u></i>	<input type="checkbox"/> Apply SBOE guidelines <input type="checkbox"/> Alcohol Provider Agreement <input type="checkbox"/> Insurance certificate(s) <input type="checkbox"/> Liquor license <input type="checkbox"/> Add'l Insured Endorsement <input type="checkbox"/> Dec. page of Liquor Liability	CERTIFICATE MUST SHOW LIQUOR LIABILITY COVERAGE
Food Provider <i><u>These documents not needed if Sodexo does the event</u></i>	<input type="checkbox"/> Apply SBOE guidelines <input type="checkbox"/> Food Provider Agreement <input type="checkbox"/> Insurance certificate(s)	CERTIFICATE MUST SHOW FOOD BORNE ILLNESS COVERAGE

We look forward to working with you on your event.

**University of Idaho
Alcohol Permit Packet**

*This packet consists of three sections: General Information, Alcohol Permit Application and Alcohol Permit Guidelines.
Please read all sections.*

Return the signed Application and required attachments to:

Auxiliary Services
Wallace Residential Complex, Room 221
Moscow, ID 83844-2014
Phone: 208-885-5500
Fax 885-5904

GENERAL INFORMATION

Where can I get the application?

Application packets are available through Auxiliary Services located at Wallace Complex, 1080 W. 6th St. Room 221, Moscow, ID. 83844.; by calling 208-885-5500, or by emailing Auxiliaries Services @ auxiliaries@uidaho.edu.

Who may serve alcohol?

- For events occurring on the University of Idaho Campus, hospitality and catering services are exclusively provided by Sodexo, our on campus food provider. Sodexo complies with the licensing, indemnity and insurance requirements stated in the application.
- *If your event is Non-Sodexo, additional documentation and information will be required.*
- All events serving alcohol also require the service of food and non-alcoholic beverages by an authorized and licensed provider.
- Events taking place outside a Public Building on Campus will require a Privatization letter. Auxiliary Services will draft the letter and General Counsel will approve.

Who approves the application?

The application will be reviewed by the Assistant Vice President of Auxiliary Services and approved by the President. **Alcohol at your event cannot take place without this Presidential approval, and must arrive at the President's office at least 2 weeks prior the event.**

How much time should I allow for the approval process?

A fully completed application form and all required documents (including all insurance certificates) must be delivered to Auxiliary Services **at least thirty (30) business days prior** to the event. We cannot consider incomplete applications or applications submitted less than 30 business days prior to the event.

If I have questions, where can I get help?

Questions are welcome.
Call Auxiliary Services at (208) 885-5500.

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DESCRIPTION

Date Application Submitted _____ 30 working days required to process.

Name of event: _____

Purpose of event: _____

Date of event: _____ Start time: _____ End time: _____

Total number of attendees: _____ Est. over age 21: _____ Est. under age 21: _____

Location of event: _____ Facility Scheduler: _____

Scheduler email: _____ Scheduler Phone: _____

SPONSOR

Legal name of sponsoring organization: _____

Contact Person: _____ Contact Person's Title: _____

Email: _____ Fax: _____

Mailing address: _____

Campus Zip _____

Sponsor Checklist: Authorized representative taking responsibility and attending event must initial sponsor boxes and sign the application.

Yes	This is a University of Idaho sponsored event	
No*	This is not a University of Idaho sponsored event - <i>Attach a copy of insurance certificate required for facility use agreement.</i>	
Initial here	I have made contact with catering office.	
Initial here	I have read application packet and agrees to abide by all terms, including Permit Guidelines.	
Initial here	Liquor Service Provider will perform age identification to ensure that no one under the legal drinking age is supplied with alcoholic beverages. When required, wristbands are the responsibility of the Liquor Provider and are used for those over 21.	
Hosted	No-Host	Choose beverage service format.
Beer	Wine	Choose types of alcoholic beverages to be served in addition required to non-alcoholic beverages.

LIQUOR SERVICE PROVIDER / FOOD SERVICE PROVIDER (Reserves the right to refuse service in cases where safety, welfare and well-being are compromised.)

Legal name of liquor service provider: SODEXO DBA: University Dining Services
Contact Person: Valerie Addis Contact Person's Title: Catering Manager
Email: valerie.scott@sodexo.com Phone: (208) 885-7410 Fax To: (208) 885-5904

Description of food service and NON-alcoholic beverages:

Describe Age Identification Procedures:

FOR SPONSOR:

FOR UNIVERSITY OF IDAHO:

Sponsor Signature

Patrick Clelland, General Manager Dining Services

Print name

Tyrone Brooks, AVP of Auxiliaries

Date

ALCOHOL PERMIT APPLICATION

Post the approved Alcohol Permit, any required local catering permits, and liquor licenses in a conspicuous space during event.

University of Idaho guidelines are for the convenience of applicants and are issued as a matter of information only. The Board of Regents of the University of Idaho/State Board of Education (Board) policy and rules, and University of Idaho policy (where more restrictive) govern alcohol consumption and are subject to change as required by either entity. The Guidelines may be superseded at any time by Board and UI policy and rules.

- The minimum drinking age in the State of Idaho is 21 years of age.
- Board rules prohibit the possession or consumption of alcoholic beverages by individuals who are under the age of 21, and restrict the consumption of alcohol by individuals over the age of 21. No one may possess or consume alcohol in areas open to and most commonly used by the general public. (For information about consumption of alcohol in University Residences, ONLY by individuals who are 21 years of age or older, see UI Residence Hall Handbook. <http://www.students.uidaho.edu/default.aspx?pid=35195>)
- Board and UI policy and rules apply to both UI and non-UI groups using institutional facilities.
- Board policy permits the University of Idaho President to waive the prohibition against alcohol and provide for alcohol service for specific events. Such waivers must be granted through the President and permit and must be in accordance with Board and University rules, policies and guidelines.
- The President has delegated the authority to collect applications for Alcohol Permits to the Assistant Vice President of Auxiliary Services. The President retains the authority to approve or deny an alcohol permit.
- An Alcohol Permit only will be granted for a specifically designated event (Permitted Event). A Permitted Event will:
 - Provide food and readily available non-alcoholic beverages when serving alcoholic beverages.
 - Require the use of a liquor service provider who maintains appropriate permits and a valid liquor license, and who can provide the required insurance documents. On the Moscow campus, the University requires the use of Sodexho.
 - Occur pursuant to an Alcohol Permit Agreement signed by the sponsoring entity, the caterer/ liquor service provider.
 - Occur in a controlled area for a single contiguous time period.
 - Be consistent with the proper image and mission of the institution.
 - Be for a purpose other than consuming alcohol and food.
 - Require paid admission, a fee, or a written personal invitation. Strictly enforced stop times to allow for orderly and moderate consumption prior to the end of the event.
 - Post in a conspicuous space the Alcohol Permit, any required local catering permits, and liquor licenses.
 - A completed application must be received by the Assistant Vice President of Auxiliary Services at least thirty (30) business days before the event, and must be made on the appropriate application form. The application must be accompanied by all attachments and insurance certificate approval information, if required.
- Application must be made by the sponsor(s) of the event, who must comply with all applicable state and local laws regarding alcohol consumption.
- Alcohol may not be sold or consumed at an event unless or until the event receives an Alcohol Permit from the University of Idaho. It is the responsibility of the applicant to confirm receipt of the Alcohol Permit.
- Underage drinking and/or the serving of alcohol to visibly intoxicated persons are prohibited.
- If the event area is fully enclosed, and access to the event is controlled by written invitation or exclusive registration and consumption is restricted to persons 21 or older through the use of wrist bands (when required), alcohol may be consumed throughout the area.
- If the event is open to the general public of all ages through purchase of a ticket:
 - A confined and defined area for alcohol consumption must be cordoned off and clearly marked.
 - Sufficient space outside the cordoned area must accommodate attendees who do not wish to be present where alcoholic beverages are being consumed.
 - Entrance into and exit from the cordoned off area shall be controlled.
 - No alcoholic beverages may be brought into or out of the cordoned off area.
 - It is the responsibility of the SPONSOR to arrange for wrist banding and controlled access to the area -- arrange payment and contract this service through Sodexho.

**Residence Hall Handbook
Academic Year 2013-2014**

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University Housing
University of Idaho
P.O. Box 442010
Moscow, ID 83844-2010
208-885-6571
1-800-681-9361
www.uidaho.edu/housing
housing@uidaho.edu
2013-2014 Academic Year

but are not limited to:

- Warning – a verbal or written notice indicating that the actions or behaviors of the student are not acceptable.
- Educational sanctions – provide an opportunity for the student to change his/her behavior and increase understanding of how his/her actions affect the community or other individuals.
- Community service – a specified amount of hours to be determined by the judicial officer in restitution to the community.
- Probation – a documented statement that the student's status in University Housing is seriously jeopardized.
- Relocation to another residence hall community – moving the resident from his/her assigned room into another residence hall floor or building. The student's access is often restricted from the previous community.
- Restitution – the resident is required to make payment to the University or to other persons, or groups for damages which he/she is responsible.
- Fines – charges levied against the student account (not to exceed \$200)
- Termination of the agreement – an administrative action taken by University Housing to remove a student from the residence hall. Such action does not absolve the student of their financial obligation.

RESIDENCE HALL POLICIES

Where applicable, policies are in effect for all students, those who live in campus housing, as well as those who live off campus. The following is a list of prohibited conduct:

RH policies

1) Active Sports. Participating in active sports in areas that are not designated for that purpose.

- 2) Alcohol (displaying, having, etc.).** Possession or use of alcoholic beverages by any student under the age of 21 or in areas where alcohol is not allowed is not permitted. The following are also not permitted:
- a.** Possession of alcohol in common area spaces including kitchens, lounges, hallways, elevators, restrooms, student rooms with an open door, etc.;
 - b.** Providing alcohol to anyone under the age of 21;
 - c.** Public intoxication;
 - d.** Possession of common containers (i.e: kegs, or containers larger than 1 gallon);
 - e.** Possession of more than one open container per individual of legal drinking age;
 - f.** Open containers of alcohol in the presence of guests that are under 21;
 - g.** Residents that are under 21 years of age whose guests are 21 or over, may not possess alcohol;
 - h.** Activities or items that promote an atmosphere of irresponsible consumption including shot glasses, beer bong, beer pong, etc.
 - i.** Individuals under the age of 21, and those on substance free floors, may not possess

or display alcoholic beverage containers regardless of their contents.

- 3) Appliances.** Possessing items used to cook food or to create heat that do not have an automatic shut off. Possessing items with exposed heated coils/elements or halogen bulbs. Specifically, the following items are prohibited in students rooms/suites:
- | | |
|---------------------|--|
| a. Waffle Iron | j. Electric Kettle |
| b. Electric Grill | k. Deep Fryer |
| c. Slow Cooker | l. Rice Cooker |
| d. Crock Pot | m. Hot Plate |
| e. Toaster | n. Portable Heaters (unless authorized) |
| f. Toaster Oven | o. Sunlamps |
| g. Convection Oven | p. Microwaves over 800 watts |
| h. Coffee Pot | q. Refrigerators exceeding 4.6 cubic ft, |
| i. Espresso Machine | 115 volts, or 100 watts |
- 4) Bed Guidelines.** Not complying with guidelines for university beds, including but not limited to:
- a. Usage of cinder blocks;
 - b. Attaching lofts to walls, floor, or ceiling;
 - c. Not coated with fire retardant;
 - d. Waterbeds .
- 5) Bicycles.** Bicycles not stored in approved locations, not registered with the City of Moscow, or not secured with a locking device are prohibited. Bicycles not removed after spring semester will be considered abandoned property. Additionally:
- a. Bicycles or bicycle parts are not permitted in the Living Learning Community buildings;
 - b. Bicycles are not to be chained or locked to handrails, benches, or buildings;
 - c. Bicycles are not to be ridden in buildings.
- 6) Community kitchens.**
- a. Unattended appliances or food;
 - b. Failure to appropriately clean up kitchen or cooking supplies;
 - c. Extended storage of food in community refrigerators.
- 7) Computer Usage.** Failure to comply with University of Idaho Computer Use Policy, including:
- a. Utilizing voice, video and data networks for purposes that are not educational, academic, or research purposes of the University;
 - b. Failure to install and regularly maintain a virus scanner on personal computer(s);
 - c. Utilizing software or hardware designed to disrupt the security of the campus network or any devices attached to the network or engaging in any activities designed to interrupt or intercept the network traffic of other users.
 - d. Utilizing routers or wireless access points with the network port within the residence hall;
 - e. Utilizing UI resources to support personal business interests, selling or providing

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access to the UI networks to outside concerns;

- f. Utilizing network connections to engage in software piracy or copyright infringement including any type of shared file service or server that allows access to personal computers by anyone other than the owner.

8) Disruptive Behavior. Behavior that a reasonable person would view as substantially or repeatedly interfering with the community, University Housing staff, or other University officials.

- a. Failure to comply with reasonable requests made by University Housing staff or other University officials;
- b. Activities in hallways and other indoor areas that could cause damage to persons or property including sports in the halls, skateboarding, etc.;
- c. Interference, disturbance, or obstruction of any other student or staff member by means of noise, abusive language or other nuisance;
- d. Failure to provide identification when requested by a University Housing staff member;
- e. Engaging in lewd, obscene, indecent behavior or any conduct that is offensive to accepted standards of decency such as public nudity or public urination.

9) Doors/Egress/Entrance

- a. Propping open exterior building doors, fire doors, and hallway doors;
- b. Obstructing the safe and efficient egress or entrance to rooms, hallways, or common spaces in any way;
- c. Modifications or alterations of any type to windows, ledges, or doors including removal of stops and screens;
- d. Items thrown from the window, hanging out the window, or otherwise breaking the pane of the window;
- e. Accessing the canopy, roof, access panels, gutters, window ledges, or other exterior elements of any building.

10) Electrical cords

11) Elevators. Inappropriate behavior in the elevator which includes, but is not limited to:

- a. Forcing doors open
- b. Pushing emergency button
- c. Pushing buttons for floors other than destination
- d. Jumping or horseplay
- e. Loitering
- b. Any live trees in community spaces must have approval from Professional Housing staff;
- c. Open flame items (even if not lit) including: candles, incense, punks, lanterns, etc. ;
- d. Flammable liquids, gases, oil, etc.;
- e. No motor vehicle of any type, or associated parts for maintenance, repair, or storage;

12) Fire Safety. Tampering with, altering, damaging, disabling, or inappropriately utilizing any fire safety equipment or creating such condition that could create a potential fire hazard. Including false fire alarms and failure to evacuate during a fire alarm. Specifically, the following are prohibited:

- a. Live trees, wreaths, or garlands in student spaces;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- f. Student construction, made of wood, not coated with two coats of fire retardant paint;
- g. Cords placed under carpets or doors.

13) Firearms, fireworks and explosives. Possessing, using, or storing firearms, explosives, other weapons, projectile or explosive devices, or explosive substances within Residence Hall premises. Firearms are defined as any instrument that can be used in the propulsion of shot, shell, or bullets, or other harmful objects by the action of gunpowder exploded within it, by the action of compressed air within it, by the power of springs and including, but not limited to, what are commonly known as air rifles, BB guns, and pellet guns.

- a. Possession of firearms in area other than those specified by University Housing.
- b. Unauthorized use or possession of dangerous projectile or explosive devices, including but not limited to sling shots, crossbows, catapults, and devices which causes dangerous chemical reactions.

14) Furniture. University furnishings shall not be removed from student rooms or lounge spaces.

- a. Students may not bring or utilize mattresses except those provided by University Housing;
- b. Furniture, other than that provided or authorized by University Housing, is prohibited in lounge spaces.

15) Guest Responsibility. Any individual that is not a resident student of the specific room, hall, or building must be invited to the community and must be escorted by host at all times. The host will be responsible for guest's behavior. The following are also violations:

- a. Hosting a guest without permission from the resident's roommate prior to guest's arrival;
- b. Guests staying more than three nights in a row or seven nights per semester;
- c. Having a number of guests that exceeds the fire capacity for a room/suite.

16) Key Responsibility. Failure to maintain

possession of their room key, mail key, and student ID card. Loaning or giving a key or student ID card to another person or using a key or student ID to admit an unescorted, non-resident. Inappropriately utilizing keys or other means to access spaces to which a student is not expressly permitted entrance.

17) Odors. Having odors that originate from inside a student room that are detectable outside the room including: marijuana, alcohol, excessive fragrances, garbage, hygiene, or other odors.

18) Posting materials.

- a. Community Postings
 - i. Not posted in University Housing approved posting location;
 - ii. Failure to have posting approved by University Housing;
 - iii. Failure to clearly display name of University-related sponsor on posting

- b. Individual Room Postings
 - i. Items viewable from the outside of a room must not be offensive, lewd, or contain alcohol/drug references or imagery;
 - ii. Combustible items utilized as ceiling or wall coverings;
 - iii. Placing items capable of burning (such as, but not limited to: cloth, paper, wood, canvas, nylon, posters, pictures, wreaths, etc.) on more than 25 percent of walls within student spaces;
 - iv. Covering more than 50 percent of room door;
 - v. Covering room number to where it is not visible.
 - vi. Flammable

19) Quiet hours. Unreasonable noise is any sound, human or otherwise, which is disturbing to others. Not adhering to minimum mandatory quiet hours in or around residence halls is a violation. Standard quiet hours are 11 p.m. to 7 a.m. Sunday through Thursday and midnight to 7 a.m. on Friday and Saturday.

- a. Not adhering to quiet hours in areas and at

Apartment Handbook

Academic Year 2012-2013

Mission Statement

University Housing supports academic and personal success through high quality service in safe and diverse living communities.

Introduction

The University of Idaho welcomes you to your new residence. It is our sincere hope that your stay in our apartments will be pleasant and comfortable. We hope this will be a positive experience for you while you are attending the university.

The regulations contained in this apartment handbook ("Handbook") are designed to provide a safe and healthy environment for all residents. The information in this Handbook is intended to advise you of the terms and conditions associated with the Apartment License Agreement ("License Agreement"), to inform you of University Housing procedures, and to acquaint you with staff, facilities, and services available to you. The Handbook contains guidelines, regulations, and policies which are all incorporated into your License Agreement as a part of the terms and conditions of occupancy. Before you move into your apartment, you will be required to sign a License Agreement, in which you agree that you accept and are bound by the terms and conditions contained in this Handbook, the Student Code of Conduct, the Apartment Rate Schedule, the UI Residential Data Connection Privilege Agreement, and the Fire Safety Regulations, each of which is available on the University Housing website. It is your responsibility to familiarize yourself with the guidelines, regulations and policies so that you know and understand the expectations placed on you as a resident.

Human Dignity and Community Statements

The University of Idaho and the University Housing office recognizes the unique opportunity we have, in the apartment setting, to learn about each other outside of the classroom. Because of this, we have developed two statements to clarify for all residents the beliefs held by of our department. These statements form the foundation of our residential communities.

Human Dignity

The University of Idaho is a place where human dignity must be respected. As members of the university community, we stand against actions that demonstrate insensitivity, intolerance or prejudice towards others because of their race, gender, sexual orientation, gender expression/identity, age, disability, religious belief, or national origin. Each person deserves to be treated with dignity, and we must all do our part through the respect we accord others.

AC10a: Toys, children's vehicles, boxes, newspapers, barbeques, plants, bicycles, etc. must not be left on stairwells.

AC10b: Motorized vehicles, such as motorcycles, scooters, and mopeds may not be parked on stairwells, patios or next to the building at any time.

Apartment Housing Policies

Abandoned Personal Property

Any personal property left in the apartment or on the premises by students who vacate or abandon an apartment will be inventoried and held for 10 days and then deemed abandoned, and the university may immediately dispose of the property without compensation and charge the student for labor involved in removing any trash or property. The University may sell or otherwise dispose of such property in any manner without liability.

Alcohol

The University of Idaho's policy on alcohol follows all state, federal and local laws. Open containers of alcohol are prohibited in all public areas such as parking lots, common hallways, playgrounds, parks and the Community Center.

AC11a: Open containers holding alcohol are also not allowed outside of the apartment on the balconies of Elmwood or either entrance of South Hill Vista and South Hill.

AC11b: Underage possession or consumption of alcohol is an illegal act and will be handled by the proper authorities. Any violation of this policy may result in disciplinary action. This action may include, but is not limited to, removal from the Apartment Community and/or a referral to the Dean of Students for judicial action. Moscow police may also be contacted.

Appearance of the Outside of the Residence

Residents are expected to keep the front and rear of their apartment tidy. Anything seeming to create a hazard or unsightly appearance will be addressed by the Apartment Community Assistant staff, including but not limited to, clotheslines, bicycles, garbage, children's toys and storage of barbecues. The University Residence office will work with you in discussing these issues. Old washer, dryers, dishwashers or other large appliances that young children can get caught in, must be hauled off by the resident. If University Housing has to remove the appliance, the student will be charged.

Barbecues

AC12a: Use and storage of gas, electric or briquette barbecues must take place a reasonable distance from buildings.

AC12b: Elmwood residents are not permitted to have barbecues.

AC12c: Barbecues cannot be stored on the walkways or chained to the building. Barbecues not stored properly will be considered abandoned and may be removed.

AC12d: Ash and briquettes must be disposed of properly and only when fully extinguished

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind - Progress Report

BACKGROUND/DISCUSSION

The Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) formally known as the Idaho School for the Deaf and Blind was moved out from under the Boards Governance in 2009. The Board maintains rule making authority for educational services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

Brian Darcy, Administrator for Idaho Bureau of Educational Services for the Deaf and the Blind will give the Board an update on IBESDB's current activities and progress.

ATTACHMENT

Attachment 1 – PowerPoint Presentation

Page 3

BOARD ACTION

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

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Idaho Educational Services for the Deaf and the Blind



Idaho Educational Services for the Deaf and the Blind (IESDB)

IESDB Board Members



Teresa Fritsch



Steven Snow



Jennifer Hirai



Tom Luna
Supt. of
Public Instruction



Jeff Faulkner
PPGA



Ramona Lee

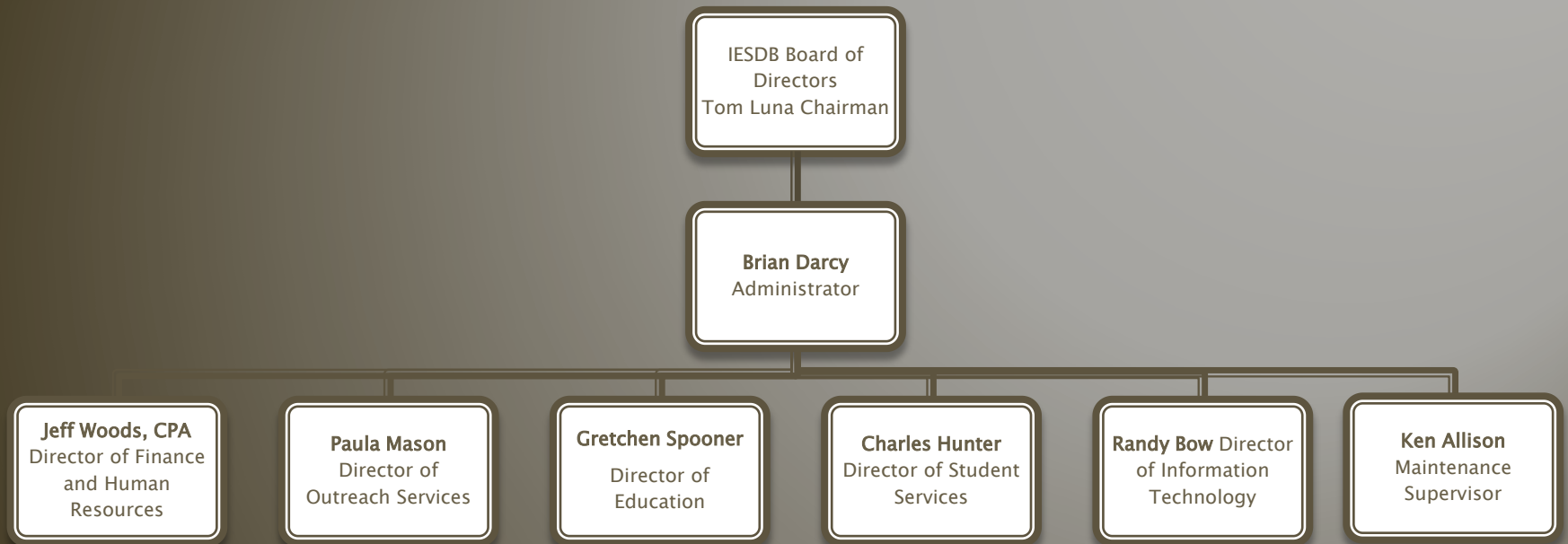


Michael Graham



Mark Falconer

Organizational Chart



Continuum of Services

33-3403 –“The goal of the Idaho bureau of educational services for the deaf and the blind is to assist school districts and state agencies in providing accessibility, quality and equity to students in the state with sensory impairments through a **continuum** of service and placement options.”



Outreach

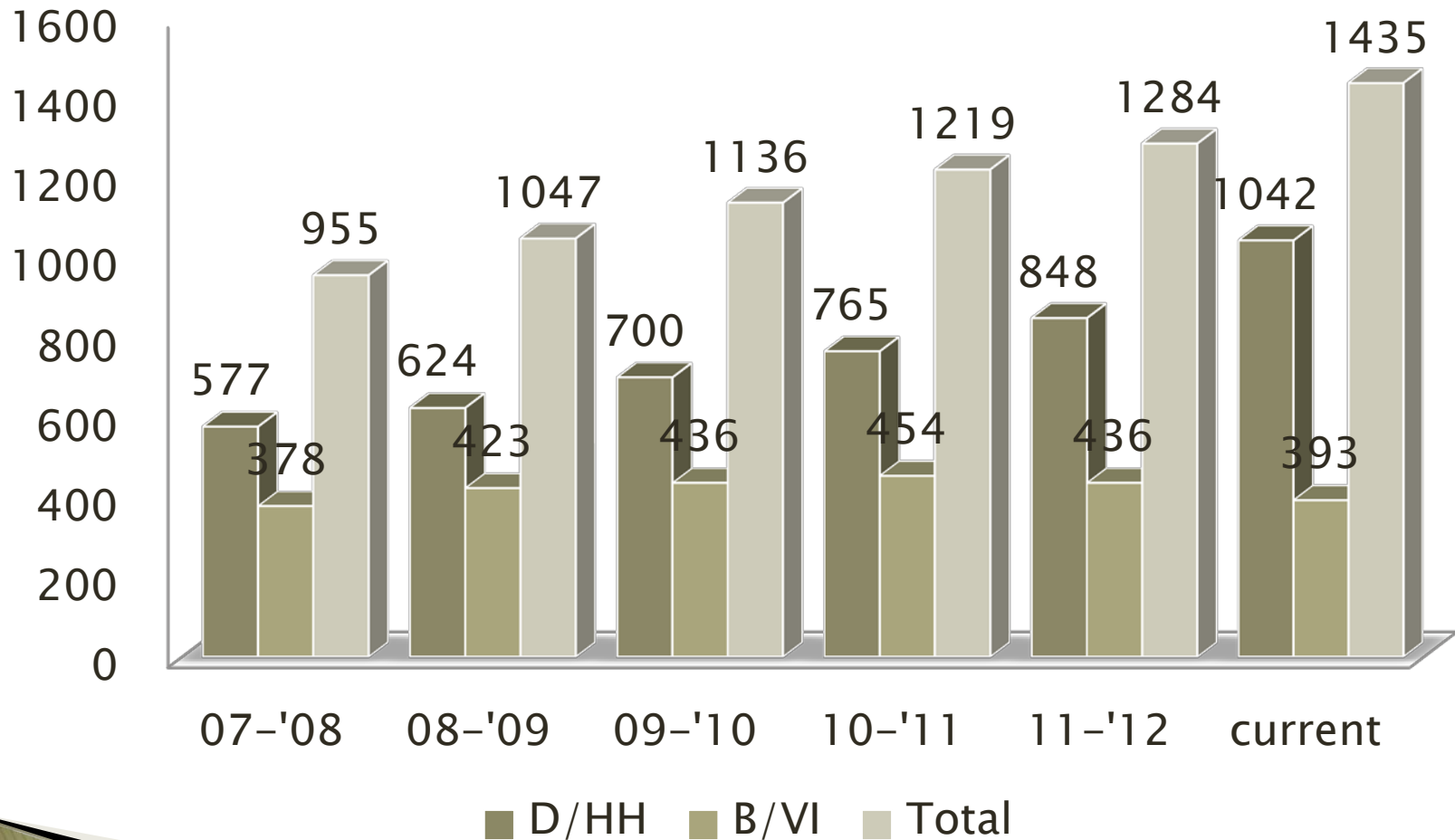


OUTREACH Educational Specialists

- ▶ In Home education to parents and children of Birth to three year old
 - Education – direct instruction to Parent, Child, and Siblings
 - Counseling
 - Service Coordination – Partners with Infant Toddler (H&W)
 - Participate on coaching teams
 - Teach Parent Sign Language or Braille Class
 - Transition planning/meeting – to school age students
- ▶ Support to all School Districts across the state
 - Consultation – New academic year or newly identified student
 - Assistive Technology identification and loan
 - Media coordination
 - Direct instruction – Braille, Mobility, Sign Language, etc.
 - Attend IEP (Individual Education Meetings) or 504 meetings
 - Travel Time (to and from varying schools – multiple school districts – multiple towns)
 - Translation of Math to Nemeth Code (Braille Math)
 - Transition planning – to work
 - Service Coordination – Partners with ICBVI, and IDVR
 - Educational Interpreter training and monitoring (per 33-1301)

OUTREACH

Outreach





Innovative learning

Media/Library Services

From 2012– present, 55,779 Braille pages were produced by scanning, decrypting, and translating from text books and sent throughout the state.

Library

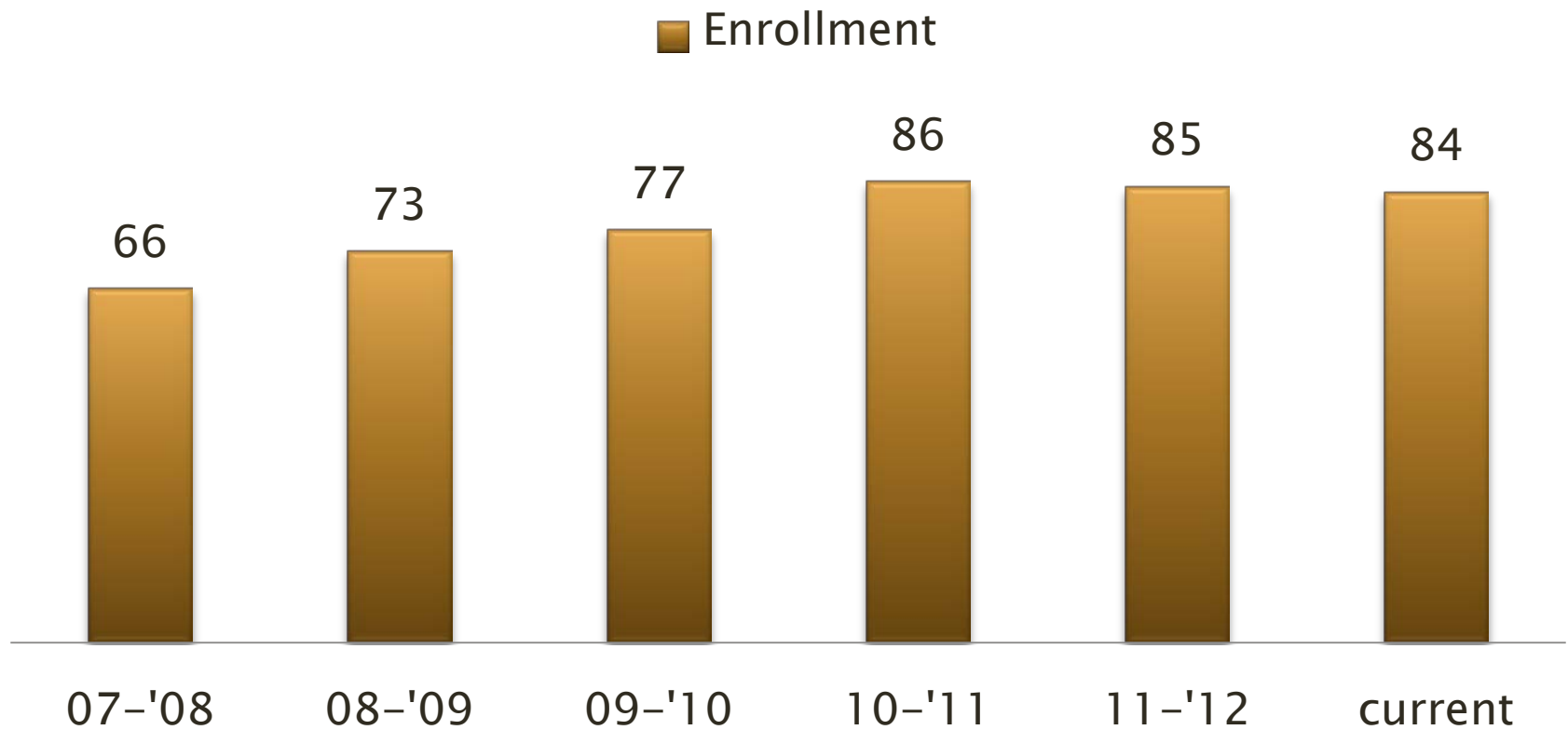




Campus

Campus

Number of Students Enrolled



NOT a “one size fits all” education





Education is about Experiences

...and conquering challenges



... in and out of the classroom



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Bottom Line: We are all Pulling Together

Partnerships

- State Department of Education
- Vocational Rehabilitation
- Commission for the Blind Visually Impaired
- Council for the Deaf/Hard of Hearing
- Health and Welfare – Infant Toddler
- Department of Labor
- State Board of Education
- Local School Districts



~ Thank you ~



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 15, 2013

IDAHO EPSCOR

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Summary Report

REFERENCE

June 17, 2010	EPSCoR provided annual report to the Board
August 11, 2011	EPSCoR provided annual report to the Board
August 16, 2012	EPSCoR provided annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is currently led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current Idaho NSF-EPSCoR award is a five (5) year, \$15M award focusing on water resources in a changing climate. The current award will expire August 31, 2013. Idaho EPSCoR had applied for, and has recently been awarded a new NSF-EPSCoR award for \$20M over five (5) years.

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BOARD ACTION

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



Idaho NSF EPSCoR Research Infrastructure Improvement (RII): *Annual Report (Sept. 2012 – Aug. 2013)*

Peter Goodwin, Project Director

Rick Schumaker, Assistant Project Director

Idaho State Board of Education

Pocatello, Idaho

August 15, 2013



Annual Report

www.uidaho.edu/epscor

- ✓ Idaho EPSCoR Overview
- ✓ Accomplishments
- ✓ New EPSCoR RII Awards
- ✓ Concluding Remarks



“ONEIdaho” Philosophy

- ✓ EPSCoR is about transformative research. It is not about playing ‘catch-up’ – but about leading and forging niche areas consistent with S&T plans
- ✓ EPSCoR is about building community – “ONEIdaho”
 - research community
 - education community
 - integrating research and education
 - engaging our full intellectual capacity
- ✓ Communication – at all levels
 - Social media; web pages
 - Newsletter
 - Conferences
 - Annual Meeting
 - Pacific Northwest Climate Science



NSF EPSCoR RII Projects

✓ Track 1: Academic Research Capacity

- *Water Resources in a Changing Climate (2008-2013); \$15 M*
- ***Managing Idaho's Landscapes for Ecosystem Services (MILES); June 2013 – 2018) \$20 M plus required 20% match.***

✓ Track 2: Cyberinfrastructure

- *Western Consortium of Idaho, Nevada, and New Mexico (Sept 2009-2013) \$2 M to Idaho*
- ***Western Consortium for Watershed Analysis, Visualization, and Exploration (WC-WAVE) (2013-2016) \$2M to Idaho***

✓ C2: Intra- and Inter-Campus Connectivity

- *Sept. 2010 – Aug. 2013; \$1.2 M*



Track 1 EPSCoR Investments

- ✓ Research Infrastructure
 - Hydroclimatology
 - Ecological Change
 - Economics and Policy
- ✓ Cyber-infrastructure
- ✓ Education and Outreach
- ✓ Diversity
- ✓ Stewardship



Track 1 EPSCoR Investments

Intellectual Capacity

- ✓ Develop research infrastructure by investing in people
- ✓ 10 new tenure-track faculty
 - Hiring completed
 - Fill key research niches
 - Integrate across disciplines
 - 6 female faculty
- ✓ Leveraged additional positions
 - Dr. Donna Delparte

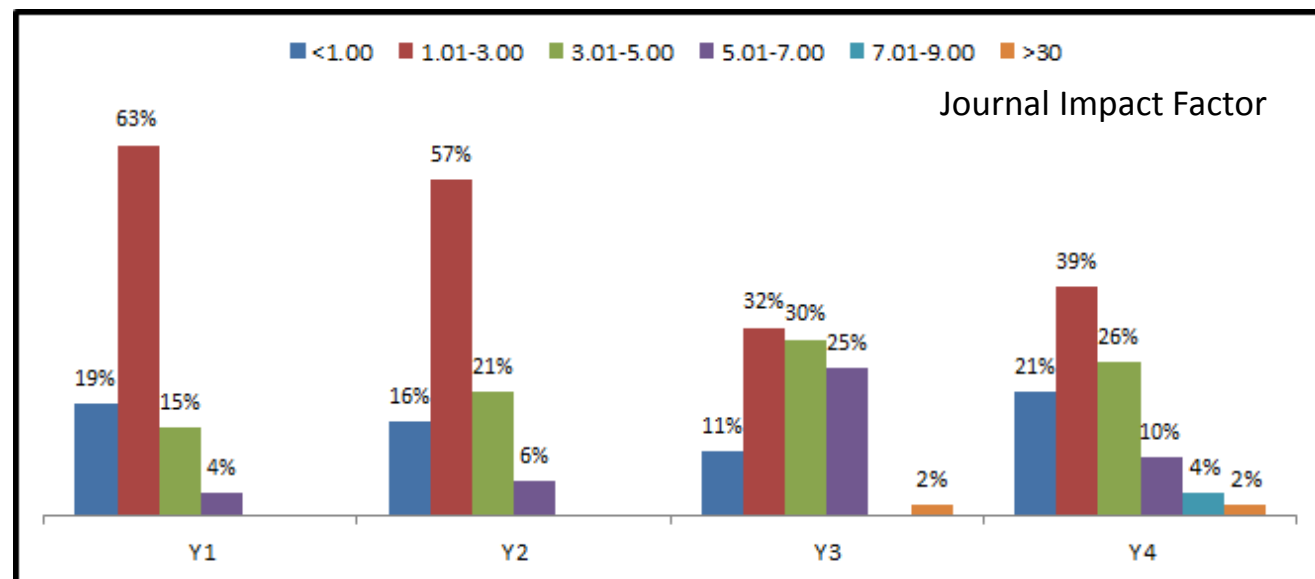


Research Competitiveness

Metric	Yr 4 (#)	Yr 4 (\$)	Total (#)	Total (\$)
Proposals	60	\$22.0 M	330	\$207 M
Grants/Awards	32	\$4.0 M	190	\$65 M
Pending	19	\$14.5 M	--	--
Publications	73	--	335	--

Impact of
Idaho research
publications is
increasing!

Percent total publications



2012/13 Highlights

Research Competitiveness

- ✓ Idaho hosted the PNW Climate Science Conference in Boise, Idaho (October 1-2, 2012)
- ✓ Successful External Project Advisory Board Review (Oct. 2011) and External Evaluation
- ✓ Increasing research productivity and success
 - \$4M NSF Critical Zone Observatory*
- ✓ Statewide Cyberinfrastructure Strategic Plan and CI Advisory Council
- ✓ Increased collaboration with Idaho colleges
- ✓ Two new NSF EPSCoR RII awards totaling \$22M
- ✓ Contributions to STEM Pipeline and Diversity

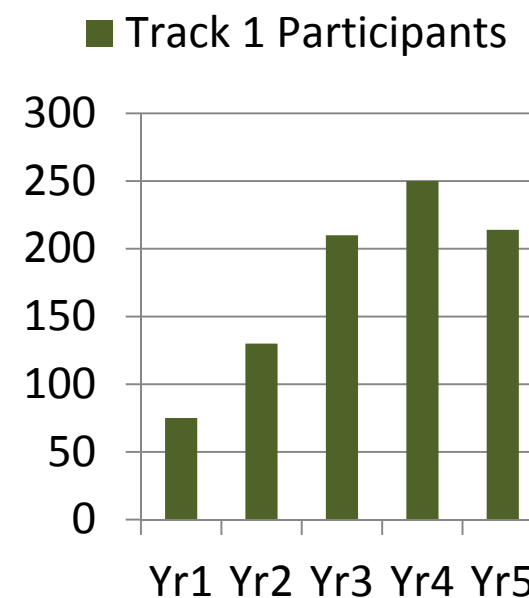


Broad Participation in Year 5

2011/2012	Number
Faculty	38
Tech Support Staff	12
Postdocs	10
Grad Students	47
Undergrads	60
Other University students	496
K-12 Teachers	150
K-12 Students	2,022



University-level
Underrepresented
Minority
Participation: 9%



Outreach and Diversity Strategy

Diversity, Outreach, and Communication

Idaho EPSCoR
& Collaborators
(I-STEM/INL/ISDE)



Track 2 RII: Tri-State Consortium – WC Wave



Western Consortium of Idaho, Nevada, and New Mexico

- ✓ Watershed Science
- ✓ Visualization and Data
- ✓ Workforce Development and Education

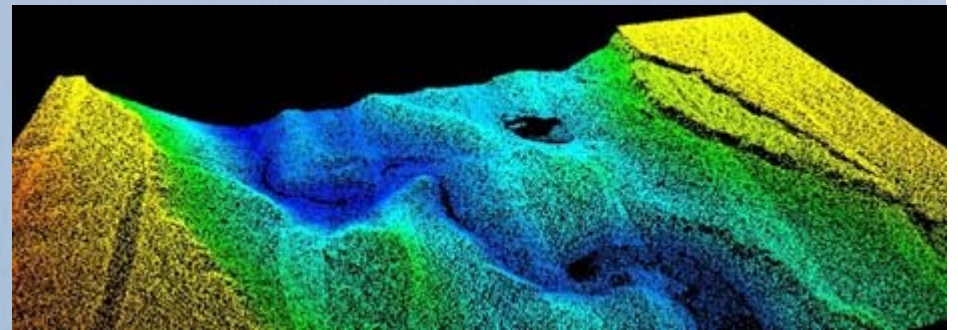


NSF EPSCoR RII - MILES

Research and Cyber- Infrastructure

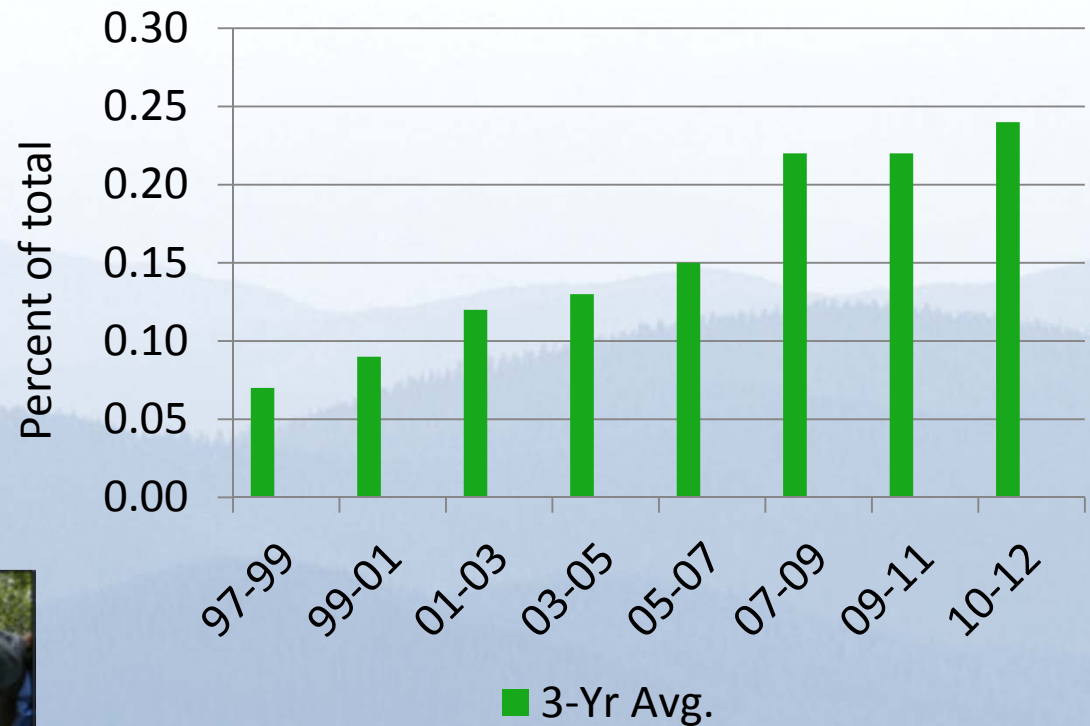
- ✓ 11 New Faculty Positions
- ✓ MURI – Undergraduate Research
- ✓ Cyberinfrastructure
- ✓ Integrated Statewide Social-Ecological Research
- ✓ Modeling and Visualization
- ✓ Diversity contributions to State STEM Roadmap
- ✓ Stakeholder Engagement

Research Infrastructure Improvement (RII)



Idaho's Increasing Share of NSF Funding

➤ Idaho is becoming more nationally research competitive as evidenced by the % of competitive dollars not funded by NSF EPSCoR



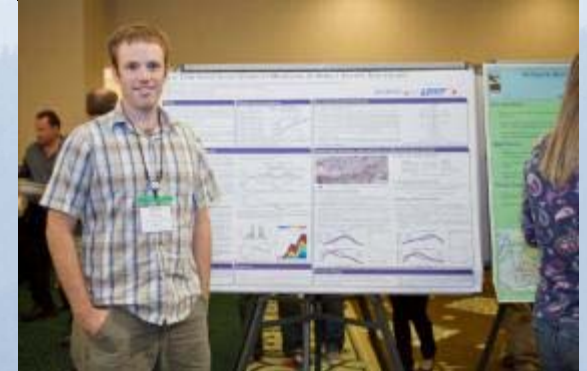
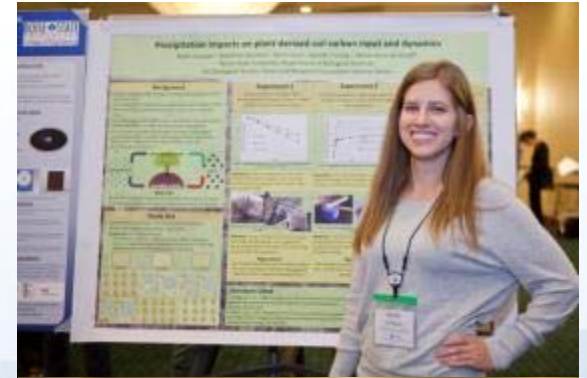
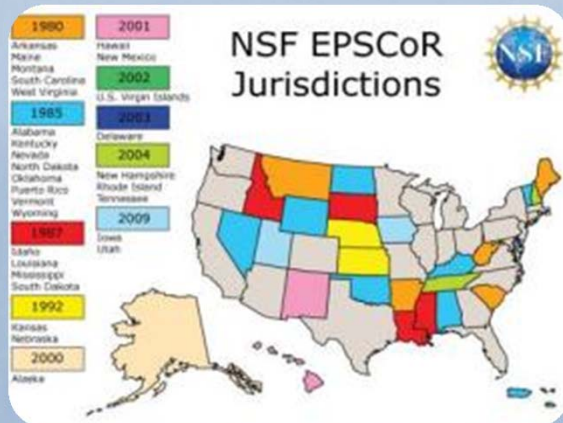
➤ The Share of Total NSF Research Funding won by Idaho Continues to Increase



State and National EPSCoR Meetings

National NSF EPSCoR Conference

- ✓ Idaho Annual Meeting
 - October 7-9, 2013
 - McCall, Idaho
- ✓ 23rd National NSF EPSCoR Conference
 - November 4-7, 2013
 - Nashville, TN
 - www.nsfepscor2013.org



SUBJECT

Proposed Rule – IDAPA 08.02.03.113, Rewards

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 113

BACKGROUND/DISCUSSION

Since 2007, the Board has recognized Idaho K-12 schools who meet very rigorous requirements as part of their performance on the Idaho Standards Achievement Test (ISAT). IDAPA 08.02.03, subsection 113 outlined the requirements for the Distinguished Schools and the Additional Yearly Growth awards. The Distinguished Schools Award was given to schools who meet the following criteria:

- Must make AYP two consecutive years
- Based on grade level test
 - Reduce gap between group or subgroups
 - Subgroups must have at least 34 or greater student populations
- Top 5% of this group of schools that have reduced the gap(s) in their school

The Additional Yearly Growth Award was given to schools who meet the following criteria:

- Must make AYP two consecutive years
- Based on grade level test:
 - Show an increase in at least one group or subgroup- Ethnicity or Special Programs (Special Ed, LEP, Free or Reduced Lunch)
 - Groups/Subgroups must have at least 34 or greater student populations.

The proposed changes would limit the awards to a single category and align the requirements for the awards with the five star rating system. The award schools would be ranked on the following criteria:

- a. The school must have received a five star rating
- b. Be within the top 5% of schools based on overall proficiency
- c. Be within the top 10% of schools based on the gap between highest and lowest achievement subgroup as outlined in subsection 112.04.d.
- d. Be within the top 10% of schools based on the gap between at-risk and not at-risk students
- e. Be within the top 10% of schools based on proficiency of at-risk students
- f. Be within the top 10% of schools based on lowest achieving subgroup as outlined in subsection 112.04.d.

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IMPACT

Approval of the proposed rule will bring IDAPA 08.02.03.113 into alignment with five star rating system.

ATTACHMENTS

Attachment 1 – Proposed Rule

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.113 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAPA 08.02.03

113. REWARDS.

01. Distinguished Schools. 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 Subsection 112.03, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.04.d. of this rule. (3-30-07)

~~**02. Additional Yearly Growth (AYG) Award.** A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (3-30-07)~~

03. Determination by State Department of Education. The State Board of Education will determine the schools eligible for the Distinguished School and AYG-awards each year based upon ~~the criteria outlined in Subsections 113.01 and 113.02. The State Board of Education will recognize the schools no later than the annual October Board Meeting; the following criteria:~~ (4-2-08)

- a. School must have received a five star rating
- b. Be within the top 5% of schools based on proficiency
- c. Be within the top 10% of schools based on the gap between highest and lowest achievement subgroup as outlined in subsection 112.04.d.
- d. Be within the top 10% of schools based on the gap between at-risk and not at-risk students.
- e. Be within the top 10% of schools based on proficiency of at-risk students.
- f. Be within the top 10% of schools based on lowest achieving subgroup as outlined in subsection 112.04.d.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Proposed Rule – IDAPA 08.02.01.650 General Education Development Test/Idaho High School Equivalency Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.01 – Section 650

BACKGROUND/DISCUSSION

The General Educational Development (GED ©) exam is a series of subject areas tests that are standardized to meet the educational level of a graduating high school senior. The American Council on Education (ACE) in conjunction with Pearson VUE has developed a new assessment and processes that will be introduced in January 2014. Changes to the process for the new assessment require changes to IDAPA 08.02.01. The new assessment will be implemented in January of 2014.

IMPACT

Approval of the proposed rule will bring IDAPA 08.02.01.650 into alignment with the changes being to the GED testing process.

ATTACHMENTS

Attachment 1 – Proposed Rule

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.01.650 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAPA 08.02.01

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) G.E.D. test may do so under the following conditions and, upon successful completion of all G.E.D. requirements, may apply for an Idaho High School Equivalency Certificate. (4-1-97)

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Professional-Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. Fees are set by the testing centers. For successful completion, the test taker must earn a standard score of at least forty (40) on each of the five (5) tests and must earn an average standard score of forty five (45) on all five (5) tests. The testing centers will provide an American Government test for individuals who do not have credit in American Government and who plan to apply for an Idaho High School Equivalency Certificate.

(4-1-97)

~~**02. Resident Eligibility Requirement.** To be eligible to take the GED tests, the applicant must be a bona fide resident of the state of Idaho at the time of application. Residency is not gained or lost by reason of military service.~~

(4-1-97)

032. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (4-1-97)

a. The applicant must be at least eighteen (18) years of age; (4-1-97)

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (4-1-97)

03. Proof of Identify. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two forms of identification may be provided to meet these criteria.()

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, the military or an employment training program (such as the Job Training Partnership Act (JTPA) or other state or federally approved program), enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (4-1-97)

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate to eligible applicants. The normal fee for issuing a certificate is ten dollars (\$10); however, this fee will be waived for military service personnel and veterans. To be eligible, an applicant must submit the following documents to the State Department of Education: (4-1-97)

a. An official report of GED test results showing successful completion of all requirements. Test scores are accepted as official only when reported directly by official GED Testing Centers, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), Veterans Administration hospitals and, in special cases, the GED Testing Service. (4-1-97)

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b. An official transcript showing completion of a course in American Government including study of the U.S. Constitution and principles of state and local government. This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (4-1-97)

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (4-1-97)

d. A copy of a discharge if the applicant is a veteran of military service. (4-1-97)

e. Once eligibility is established, the State Department of Education will furnish the applicant with a special application form. After the applicant completes this form and pays the ten dollar (\$10) processing fee, the applicant will be awarded an Idaho High School Equivalency Certificate. (4-1-97)

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UNIVERSITY OF IDAHO

SUBJECT

Student Appeal

REFERENCE

February 2013

Board chose not to hear a 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 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.

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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 _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

First Reading, Board Policy I.O. Data Management Council

REFERENCE

August 2010	Board directed staff to do a needs assessment that includes the technical, fiscal, and governance requirements for a P-20 and Workforce SLDS.
February 2011	Board accepted the recommendations from the SLDS needs assessment and authorized the Executive Director to determine the configuration and make initial appointments to the Data Management Council.
August 2011	Board approved the first reading of Board policy I.O. Data Management Council.
October 2011	Board approved the second reading of Board policy I.O. Data Management Council.

BACKGROUND/DISCUSSION

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. As part of the Council's responsibilities they set the level of access and process for being granted access to the data captured by the SLDS. In light of the recent concern over the release of student identifiable data additional language is being added to clearly state that except in rare circumstances student identifiable data is not released to the federal government and the privacy of all data is held to the highest standard.

Currently institutions are required to release some student identifiable data to the Federal Government. These instances are primarily for meeting the Internal Revenue Service requirements for student tax reporting information and to meet requirements of the Social Security Administration. These data are released from the individual institutions that the student attends and not through the SLDS.

An additional amendment is being proposed that would remove a Board member from the Council Membership. The detail and amount of time involved by council members has been problematic for Board members to attend, in addition to their other Board duties. In consideration of the fact that all recommendations of the council come to the full Board for adoption it is felt that there is not a need to have a Board member sit on the Council as well.

IMPACT

Setting the policy for the Data Management Council (DMC) is the foundation for organizing the council and allowing it to fulfill its intended purpose.

ATTACHMENTS

Attachment 1 – Board Policy I.O. – First Reading	Page 3
Attachment 2 – Letter from the Governor	Page 6

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy, I.O Data Management Council as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: O. Data Management Council

October ~~2011~~2013

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data elements collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities

In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

a. Data Standards and Quality

- i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
- ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

b. Access and Security

- i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
- ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.

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- iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.
- c. Change Management and Prioritization
 - i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
 - ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
- d. Training and Communication
 - i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
 - ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership

The membership of the Council shall consist of:

- ~~a. One member of the State Board of Education, appointed by the Board President.~~
- b. One representative from the Office of the State Board of Education.
- c. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- d. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.
- e. Two representatives from the State Department of Education.
- f. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- g. One representative from the Division of Professional-Technical Education.
- h. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

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The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.

3. Nominating Process

The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment

- i. Council members shall solicit nominations from all constituency groups.
- ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
- iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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C.L. "BUTCH" OTTER
GOVERNOR

August 7, 2013

Dear Board Members,

I commend the State Board of Education for its ongoing efforts to implement the Idaho Core Standards. Like you, I believe that the Common Core State Standards Initiative, a state-led effort voluntarily begun in 2009, is a vital part of our effort to increase rigor and better prepare Idaho students to succeed in higher education and the workforce.

We have focused since 2009 on what adoption of Idaho Core Standards means for Idaho. The incorporation of the statewide public education community, Idaho colleges and universities, the Idaho business community, and the state Legislature in that process affirms to me that development and implementation of these new standards has been thoughtful, nuanced and tailored to the needs of our state. Even though it has been among the most widely discussed and collaborative education policy initiatives in recent years, there are persistent and often wildly inaccurate criticisms of the Idaho Core Standards.

I commend the Board and Superintendent Luna for the high level of transparency and advocacy utilized in the adoption of the Idaho Core Standards. Despite arguments against this initiative during the public input process that are rife with distortion, I hope the State Board and State Department of Education can continue implementing the Idaho Core Standards while addressing the most plausible areas of concern.

In the same transparent fashion that we have adopted these new standards in Idaho I believe we can implement policy firewalls around those areas of greatest concern to all of us involved in Idaho education policy. Those include, but are not limited to: the State of Idaho being the sole policy-setting entity for implementation of standards in our schools; the voluntary nature of the Idaho Core Standards and their manifestation as a state-led, state-created process; the protection of individual student data and metrics from the federal government; and our ability to modify, address, and enhance our standards per state policy and not that of any other entity, public or private.

As ever, I appreciate your dedication to education in Idaho.

As Always – Idaho, "Esto Perpetua"

A handwritten signature in black ink, reading "C.L. Butch Otter".

CLO/rb

C.L. "Butch" Otter
Governor of Idaho

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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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 June 2013 Board meeting. Since that meeting, Board staff has received eighteen (18) permits from Boise State University, one (1) permit from Idaho State University, four (4) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

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

ATTACHMENTS

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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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY June 2013 – August 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Carlson Book Signing	BoDo Building		X	06/03/13
J.R. Simplot Company MPP	COBE		X	06/04/13
HP Marketing Event - Networking	Stueckle Sky Center (SSC)		X	06/06/13
Family Medicine Residency of Idaho – Intern & Resident Graduation	SSC		X	06/29/13
Osher Institute – Summer Lecture	Yanke Park Patio		X	07/01/13
Dinner & Fireworks Display w/Dr. Pat Shannon	COBE		X	07/04/13
Vranich Wedding	SSC		X	07/06/13
Pink Martini Orchestra/Concert	Morrison Center		X	07/11/13
Hall & McMartin Wedding	SSC		X	07/13/13
Barry Manilow Concert	Taco Bell Arena		X	07/13/13
ID Health Care Assoc. & ID Ctr for Asst. Living – Annual Convention	Student Union Building (SUB)		X	07/17/13
CS Lewis' Screwtape Letters	Morrison Center		X	07/20/13 (2)
Borah Class of '73 Reunion	SSC		X	07/20/13
Muscular Dystrophy Association – Fundraiser	SSC		X	07/20/13
Dairymen Assoc. – Awards Banquet	Hall of Fame Building		X	07/23/13
Jade Presents – Bill Burr - Comedy	Morrison Center		X	07/26/13
Jason Aldean – Concert	Taco Bell Arena		X	07/28/13
Lineberger/Haynes – Wedding Reception	SSC		X	08/03/13

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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY July 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Pharmacy – Opening Reception	ISU Meridian, Room 745C		X	07/27/13

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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO April 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Prichard Friends – Preview Reception	Prichard	X		06/13/13
Presnell Gage – Group Night – ID Repertory Theater	Hartung Theatre	X		07/10/13
Corner Club – Golf Tournament	UI Golf Course	X		07/14/13
Inland Empire – Senior Golf Association	UI Golf Course	X		09/30/13

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APPROVED ALCOHOL SERVICE AT Lewis-Clark State College May 2013 – June 2013				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
LCSC Center for Arts & History – VIP Event	LCSC – Mail Floor	X		07/25/13

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	TIAA-CREF SHARE CLASS CHANGE / REVENUE CREDIT ACCOUNT	Motion to approve
2	BOISE STATE UNIVERSITY Amendment to Employment Agreement – Athletic Director	Motion to approve
3	BOISE STATE UNIVERSITY Multi-Year Employment Agreement – Head Track and Cross Country Coach	Motion to approve
4	UNIVERSITY of IDAHO Multi-Year Employment Agreement – Head Women’s Basketball Coach	Motion to approve
5	UNIVERSITY of IDAHO New Staff Classification System	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

SUBJECT

TIAA-CREF Share Class Change/Revenue Credit Account

APPLICABLE STATUTES, RULE OR POLICY

Sections 33-107A, 107B Idaho Code

Section 59-513 Idaho Code

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

BACKGROUND / DISCUSSION

The Idaho State Board of Education (Board) administers an Optional Retirement Program (ORP), which is an Internal Revenue Code 401(a) defined contribution plan for faculty and professional staff at the public institutions under the governance of the Board. The Board also administers an optional 457(b) deferred compensation plan and a tax deferred 403(b) plan. There are two Board-approved vendors for the ORP and 457(b) plans: TIAA-CREF and VALIC. TIAA-CREF is also one of five 403(b) vendors.

TIAA-CREF has proposed a new pricing plan which would take into account the specific economics and plan specific features for each of its institutional clients. Each plan has been priced according to the clients' specific employee population demographics, products/service offer, plan administration complexity and investment menu structure. TIAA-CREF represents that with its open investment architecture (proprietary and nonproprietary investments) no matter what investments a plan chooses going forward they can support it by providing a revenue requirement for the plan services.

TIAA-CREF's initial pricing proposal showed an estimated revenue requirement to cover recording-keeping (i.e. administrative) expenses of 0.179% or 17.9 basis points (bps). The fund menu is currently generating an estimated Plan Services Expense Offset (i.e. record-keeping offset) of 19.7 bps which would result in a 1.8 bps credit to the Plan(s). In order to close this gap over time TIAA-CREF proposes the following:

- Moving the actively managed mutual funds in the fund line-up from "Retirement Share Class" to "Premier Share Class" (a reduction from 25 bps to 10 bps on the expense charge)
- No share class change for passively managed (i.e. index) mutual funds in the investment line-up ("Retirement Share Class" = 25 bps)
- Implementing a Revenue Credit Account (i.e. an account TIAA-CREF will fund with excess revenue sharing generated from each plan)

"Revenue sharing" is "a process that allows for plan expenses, i.e. record-keeping, administration, communications and consulting services to be paid entirely or in part from a percentage of mutual fund fees that are rebated to a retirement plan's record-keeper. For example, if a plan is using ABC Equity Fund and the total annual expense of the fund is 0.75 percent, it's likely that a portion

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of this fee, say 0.10 percent to 0.25 percent, will be rebated or “shared” from the mutual fund company to the record-keeping entity. The record-keeper then uses the fees generated from revenue sharing to pay plan expenses. ... (Note that revenue sharing is a component of the fund’s total expense ratio, not in addition to it.).”¹

TIAA-CREF will reconcile the actual revenue earned for the first period beginning January 1, 2012 and ending on June 30, 2012 against the revenue requirement. The subsequent Revenue Credit Account funding amounts will be based on the reconciliation of the actual revenue for each Plan versus the revenue requirement on a semi-annual basis following the Plan year end for the six-month periods ending each June 30th and December 31st. The amount determined to be in excess of TIAA-CREF’s revenue requirement will be pro-rated among the Plans on the basis of their relative assets record kept by TIAA-CREF and deposited into the Revenue Credit Accounts of the Plans. The Revenue Credit Accounts may only be used either to pay direct, reasonable and necessary expenses of the Plans which the Plans are authorized to pay or to provide benefits for Plan participants and beneficiaries in the form of revenue credits.

Board tax counsel reviewed TIAA-CREF’s initial proposal and made several observations. First, counsel advises that “the Board should determine that the reduced fees for the ... funds are reasonable. (They will be less expensive, which is good, but are they in the range that is reasonable for similar funds?) The Board’s prudent review of these fees could be documented by benchmarking data or by a consultant’s opinion.” Similarly, “the Board should document its determination that the 17.9 basis point fee is reasonable. This could be done by comparing the fee to “benchmark” data on fees for similar plan administrative work or by having a consultant render an opinion. The Board’s review should document an analysis of why the basis point method of calculating these fees is reasonable, as compared to a per capita fee or other calculation. Also, the Board should understand the manner in which the fund lineup generates revenue sharing and how this impacts the basis point fee (e.g., are there any funds in the lineup that do not generate revenue sharing or generate less than the 17.9 basis points?).”

Based on tax counsel’s recommendations, staff engaged an investment consultant (Callan Associates Inc. out of Denver) to:

1. evaluate and issue an opinion ... as to whether the fees of the investment options in the TIAA-CREF defined contribution plans offered by the Board are reasonable; and
2. issue an opinion ... as to whether TIAA-CREF’s proposed 17.9 basis point fee is reasonable when compared to benchmark data on fees for similar plan administrative work.

¹ “Revenue Sharing: The Pros and Cons of Using This Popular Cost-Shifting Approach.” *Informed Sponsor Reports*. Bidart & Ross. n.d. Web. July 18, 2013.

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Callan's conclusions follow (see the full report at Attachment 2).

In this report, we compared investment management fees for the mutual funds as well as the Plans' administrative fees to that of peers.

For the proposed fee arrangement by TIAA-CREF, we found that the actively managed mutual funds have investment management fees below median when compared to their respective peer groups.

Four of six passively managed mutual funds offered, have expense ratios that are greater than their respective peer group median. These include the TIAA-CREF S&P 500 Index Fund, TIAA-CREF Large Cap Value Index Fund, TIAA-CREF Large Cap Growth Index, and TIAA-CREF Small Cap Blend Index. A lower cost share class was proposed for both the TIAA-CREF International Equity Index and TIAA-CREF Equity Index funds and their expense ratios match or are very close to their peer group's median.

It is our understanding that a lower cost share class is available at TIAA-CREF that has zero revenue sharing to offset administrative fees.

TIAA-CREF proposed a lower record-keeping fee of 17.9 bps on plan assets. When compared to administration fees of similarly sized yet less complex plans in Callan's database, the fee is above the peer average and median, potentially providing room for the Board to negotiate a lower administration fee with TIAA-CREF, or a higher expense reimbursement amount.

Staff subsequently shared these findings with TIAA-CREF and began discussions to address some of the issues raised regarding a lower share class and the record-keeping fee. TIAA-CREF followed up with a revised proposal which, if approved, would result in additional savings to mutual fund participants as outlined under Impact below.

Callan's opinion on the revised proposal is as follows:

1. The proposed fee arrangements suggested by TIAA-CREF are substantial improvements from the existing fee schedule given the size and package of administrative services provided to the plans. Specifically, we believe that the actively managed investment options provide reasonable and competitive expense ratios and meaningful offsets to administrative costs. Similarly, the passively managed options appear reasonably priced. TIAA-CREF has proposed administrative fees equal to 16 basis points (not the initial 17.9 basis points) and we believe that such a proposal is within a reasonable range of 15-17 basis points given the size of the asset base, the number of participants and the level of administrative services provided.

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2. As noted in our report and based on the initial proposal from TIAA-CREF, we believe that the expense ratios for passive portfolios available to participants are above median when compared to “investment only” best of class passive vehicles. Upon further discussion, TIAA-CREF offered the institutional share class for the six passively managed mutual funds. Callan believes the expense ratios are reasonable and below median when compared to similar passively managed products.

IMPACT

TIAA-CREF’s revised proposal offers the following savings to participants:

- Revenue requirement of 16 bps. The fund menu is currently generating an estimated Plan Services Expense Offset (i.e. record-keeping offset) of 19.7 bps which would result in a 3.8 bps credit to the Plan(s).
- Moving the actively managed mutual funds in the fund line-up from “Retirement Share Class” to “Premier Share Class” (a reduction from 25 bps to 10 bps on the expense charge)
- Moving the passively managed (i.e. index) mutual funds in the investment line-up from “Retirement Share Class” to “Institutional Share Class” (a reduction from 25 bps to 0 bps on the expense charge)
- Implementing a Revenue Credit Account (i.e. an account TIAA-CREF will fund with excess revenue sharing generated from each plan)

ATTACHMENTS

Attachment 1 – TIAA-CREF Plan Economics Proposal (7/12)	Page 7
Attachment 2 – Callan TIAA-CREF Fee Evaluation	Page 21
Attachment 3 – Revised TIAA-CREF Plan Economics Proposal (7/13)	Page 39

STAFF COMMENTS AND RECOMMENDATIONS

This represents a unique opportunity to pass along cost savings to those participants who generate the revenue sharing. While the original proposal from TIAA-CREF was a step in the right direction, negotiations over the past several months resulted in a more favorable proposal for participants.

Counsel has recommended that the Board document the reasoning it uses (with a focus on prudence and reasonableness) in deciding whether to accept this new proposal.

Reasonableness of plan fees is difficult to evaluate and determine, as pricing can be “affected by a multitude of factors including the size of the plan, participant demographics, plan design features, plan sponsor characteristics, plan investments and how participant balances are allocated.”² Nevertheless, it is important for a defined contribution plan fiduciary (in this case the Board), to make such a determination. As referenced above under Background/Discussion, staff engaged an investment consultant to perform due diligence in this regard to

² Id.

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help document the Board's prudent review of reasonableness of fees. Staff suggests that this proposal is reasonable because: (1) the total fees for all mutual fund participants are lower and offer "substantial improvements from the existing fee schedule"; (2) the investment consultant found that investment options are reasonably priced; and (3) the investment consultant opined that an administrative fee of 16 bps is within a reasonable range "given the size of the asset base, the number of participants and the level of administrative services provided." (Note that this proposal does not affect annuity participants. TIAA-CREF is working to offer multiple share classes of their CREF annuities, subject to regulatory approval.)

The Board also needs to demonstrate prudence with respect to allocation of excess revenue sharing to participants. The U.S. Department of Labor has issued guidance in this regard. "A plan fiduciary must be prudent in the selection of the method of allocation. Prudence in such instances would, at a minimum, require a process by which the fiduciary weighs the competing interests of various classes of the plan's participants and the effects of various allocation methods on those interests. In addition to a deliberative process, a fiduciary's decision must satisfy the "solely in the interest of participants" standard. In this regard, a method of allocating expenses would not fail to be "solely in the interest of participants" merely because the selected method disfavors one class of participants, provided that a rational basis exists for the selected method. ... While a pro rata method of allocating expenses among individual accounts (i.e., allocations made on the basis of assets in the individual account) would appear in most cases to be an equitable method of allocation of expenses among participants, it is not the only permissible method."³

While excess revenue sharing can be used to reimburse employer costs, counsel recommends against it "because this appears not to be the prevailing practice ... and because this involves potential self-dealing, this presents potentially serious fiduciary and tax law issues." As such, staff's recommendation is to heed this advice and rebate all excess revenue sharing to participants.

The investment consultant summarized several possible options for allocation of excess revenue sharing:

TIAA-CREF can rebate excess revenue sharing back to participants and it is our understanding that they can do so in three different ways listed below. TIAA-CREF will take direction from the plan sponsor on which approach to follow.

³ "Allocation of Expenses in a Defined Contribution Plan" (U.S. Department of Labor Field Assistance Bulletin No. 2003-03, May 19, 2003). The views set forth in this Bulletin relate solely to the application of Title I of the Employee Retirement Income Security Act (ERISA). While the Board's plans are governmental plans and therefore do not fall under ERISA, the Bulletin still serves as persuasive authority.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

1. Pro rata plan-wide basis – excess revenue sharing money distributed to participants based on their assets in the plan regardless of their investments.
2. Per capita plan-wide basis – excess revenue sharing money distributed equally to each eligible participant regardless of their asset size or investments.
3. Pro rata basis that takes into account each participant's proportion of assets invested in only funds that share revenue. For example, a participant invested in an investment option with zero revenue sharing would not receive any crediting back while a participant in a revenue sharing fund would receive a portion of the crediting based on their asset balance in that fund.

Staff recommends option number 3 – allocation on a pro rata basis (i.e. proportionate share of allocations based on a participant's account balance), but only for those funds which generate the revenue sharing (i.e. the actively managed premier share class funds). This way a participant's choice of investments within the actively managed funds does not affect the allocation of the administrative expenses among all the actively managed fund participants. Staff would work with TIAA-CREF and the institutions to communicate to participants the varying revenue sharing costs so that they may choose lower cost investment options if they wish.

Staff recommends approval.

BOARD ACTION

I move to approve TIAA-CREF's Share Class Change/Revenue Credit Account proposal for the Board's 401(a), 403(b) and 457(b) plans and to declare the fees and allocation of fees reasonable and prudent:

- A Service Provider revenue requirement of 16 basis points.
- Moving the actively managed mutual funds in the fund line-up from "Retirement Share Class" to "Premier Share Class" with a corresponding reduction in expenses charges from 25 basis points to 10 basis points.
- Moving the passively managed mutual funds in the investment line-up from "Retirement Share Class" to "Institutional Share Class" with a corresponding reduction in expenses charges from 25 basis points to 0 basis points.
- Implementation of a Revenue Credit Account which distributes excess revenue on a pro rata basis only to the portion of participant assets invested in funds that provide revenue sharing offset.

Moved by_____ Seconded by_____ Carried Yes_____ No_____



Making the most of your retirement plan

Relationship and plan economics review for
Idaho State Board of Education

July 18, 2012

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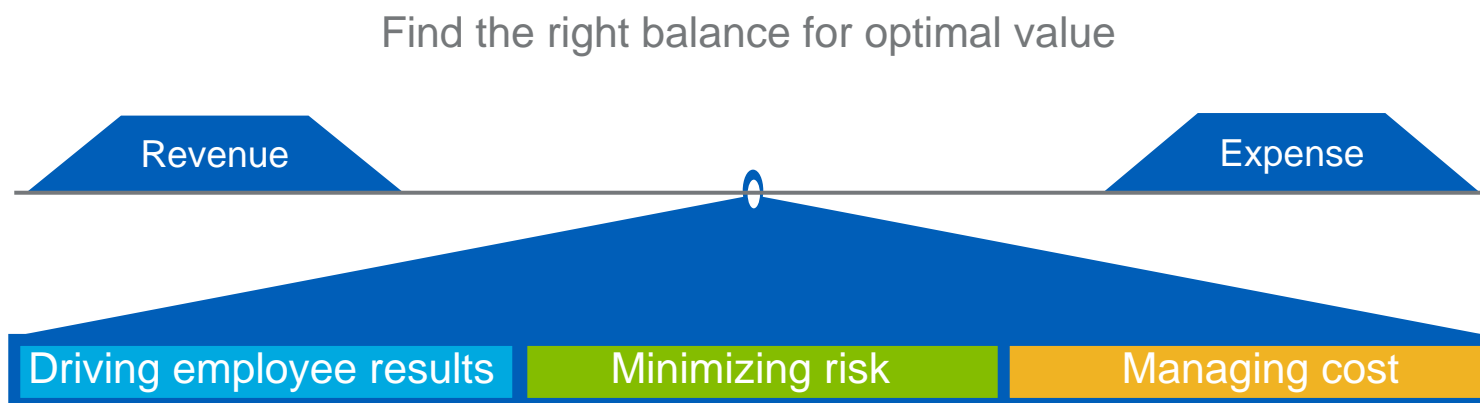


Optimizing plan economics



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Optimizing plan economics: *A snapshot*

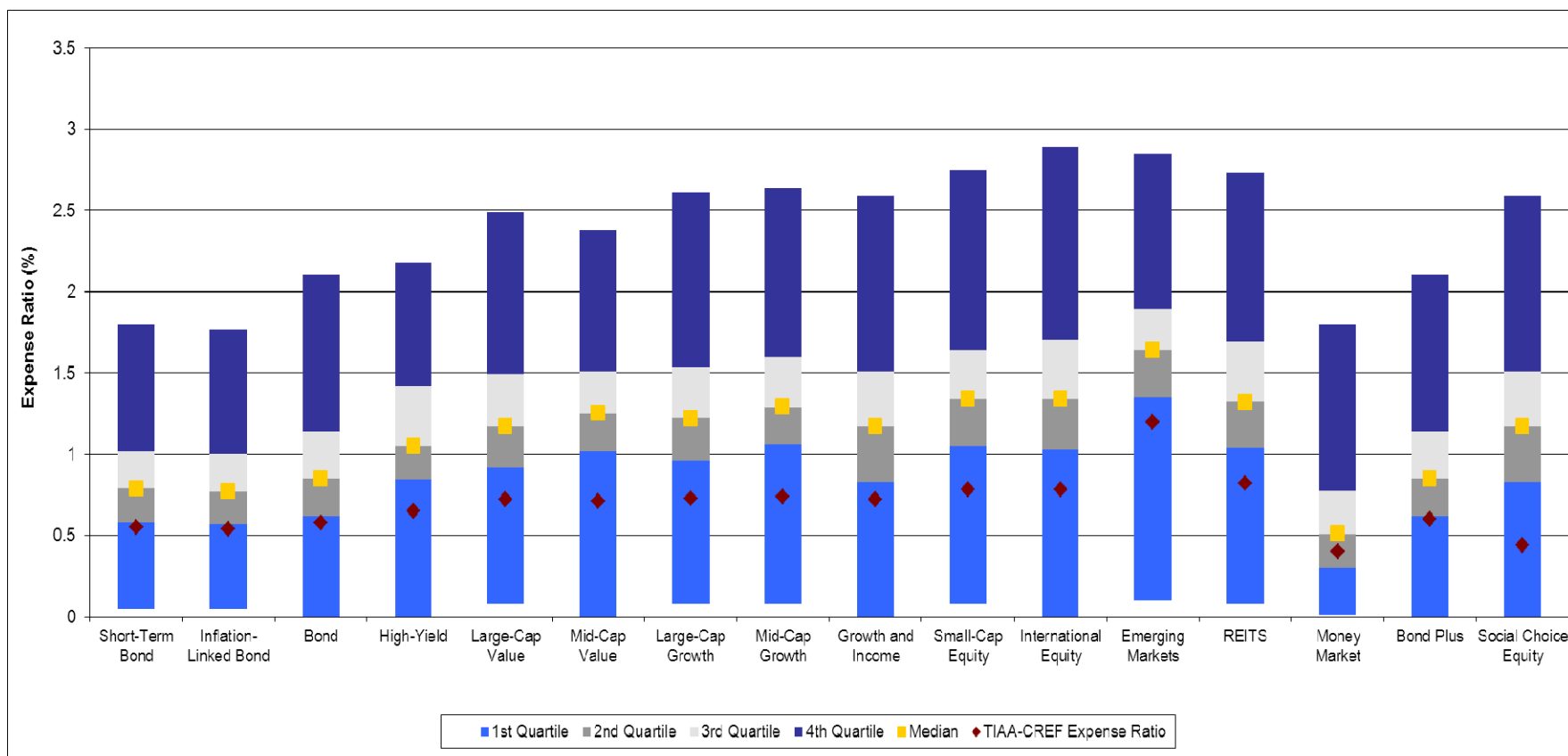




Morningstar US Open End Mutual Fund Expense Quartiles Vs. Actively Managed TIAA-CREF Retirement Share Class Mutual Fund Expense Ratios*

TIAA-CREF asset management®

As Of 4/2/12



All TIAA-CREF mutual funds are subject to market and other risk factors.

* Expense ratio information is shown net of any applicable fee waivers as provided in each fund's prospectus. Please note, expense comparisons may mask important differences in performance, portfolio qualities, and access. See footnotes on page 22 for details regarding expenses for each TIAA-CREF fund.

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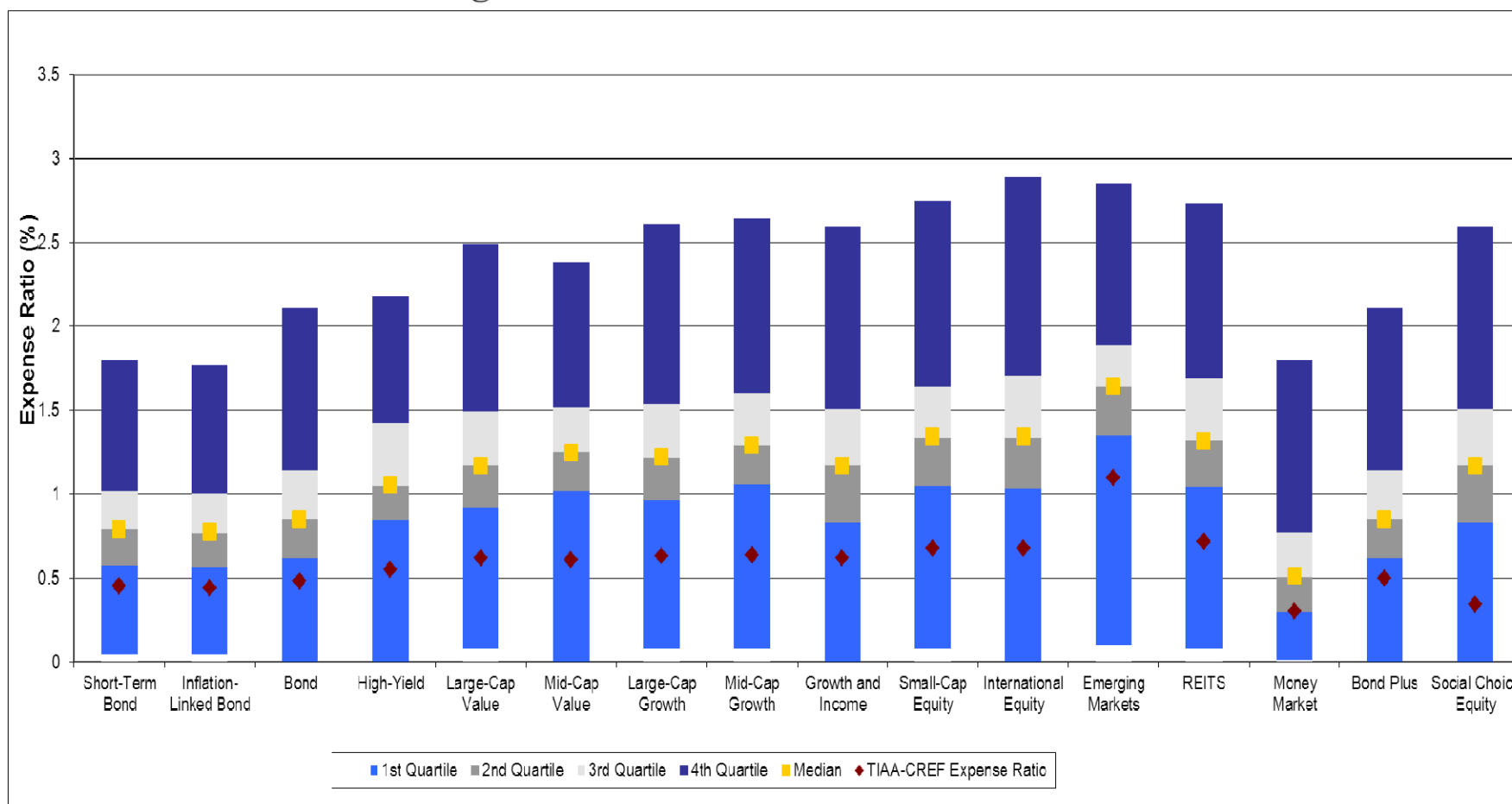
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Morningstar US Open End Mutual Fund Expense Quartiles Vs. Actively Managed TIAA-CREF Premier Share Class Mutual Fund Expense Ratios*

TIAA-CREF asset management®

As Of 4/2/12



All TIAA-CREF mutual funds are subject to market and other risk factors.

* Expense ratio information is shown net of any applicable fee waivers as provided in each fund's prospectus. Please note, expense comparisons may mask important differences in performance, portfolio qualities, and access. See footnotes on page 23 for details regarding expenses for each TIAA-CREF fund.

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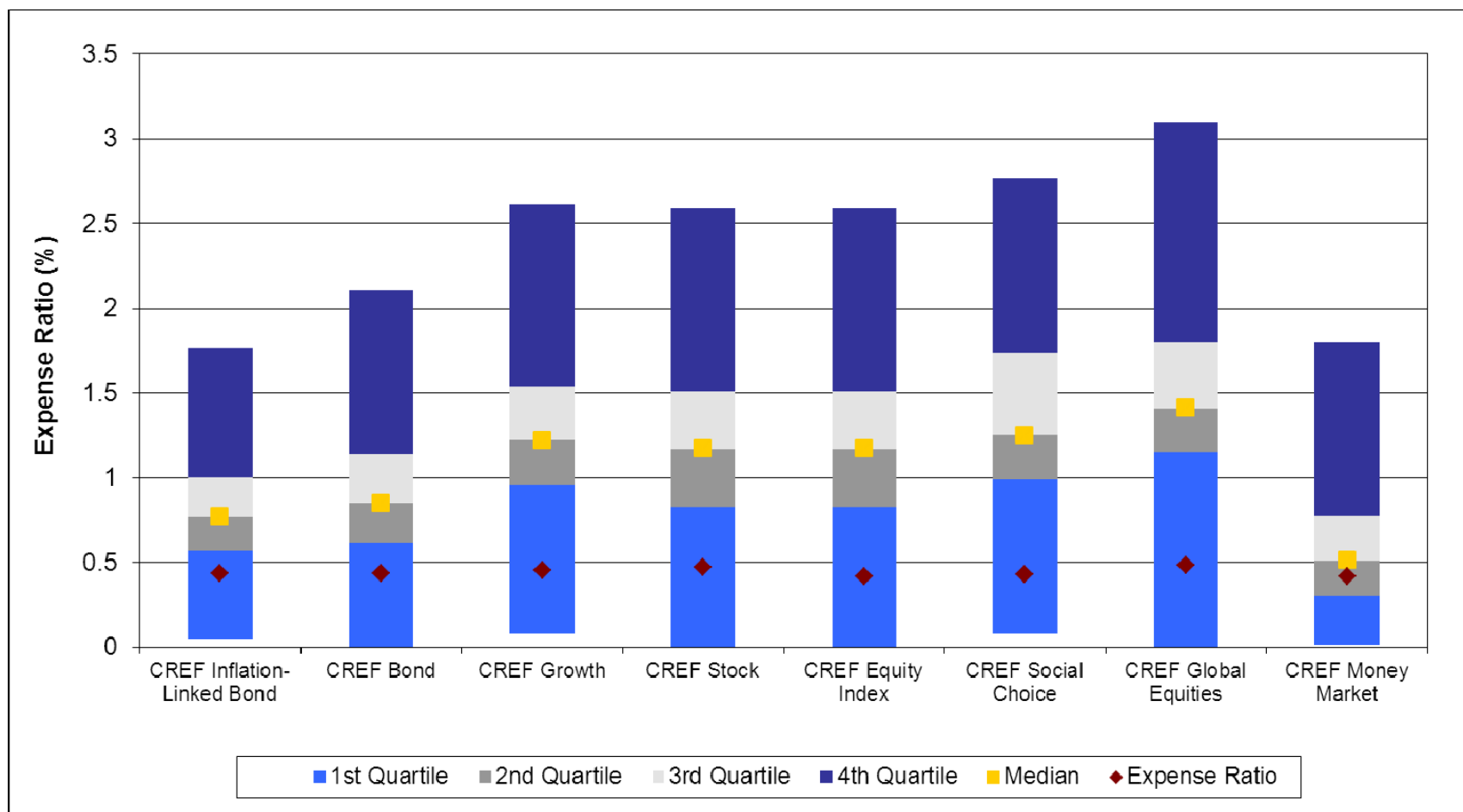
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Morningstar US Open End Mutual Fund Expense Quartiles Vs. TIAA-CREF Variable Annuity Expense Ratios*

TIAA-CREF asset management®

As Of 4/2/12



All TIAA-CREF variable annuities are subject to market and other risk factors.

* Expense ratio information is shown net of any applicable fee waivers as provided in each fund's prospectus. Please note, expense comparisons may mask important differences in performance, portfolio qualities, and access. See footnotes on page 24 for details regarding expenses for each TIAA-CREF fund.

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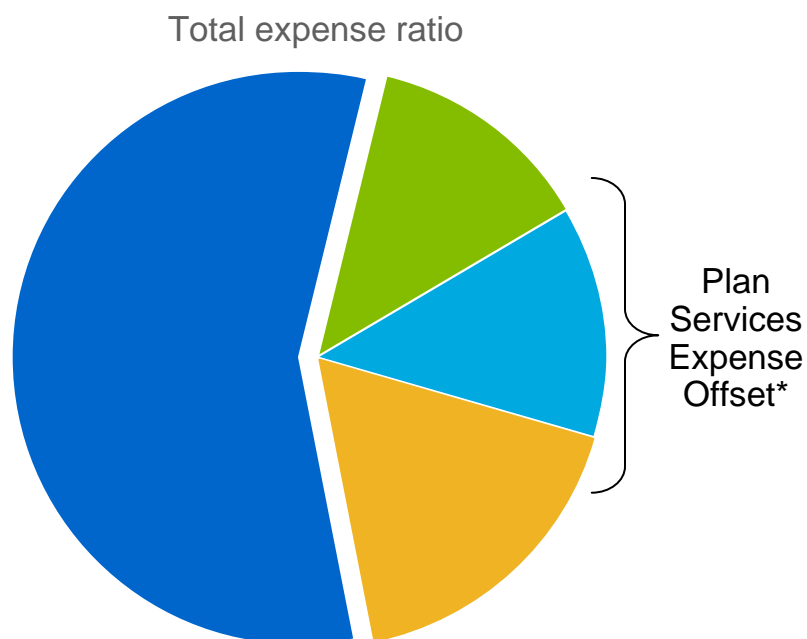
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Optimizing plan economics: *Understanding your plan fees and expenses*

Total plan fees and expenses:

- Investment expense ratio
- Direct fees paid by plan participants



Plan Services Expense Offset*

- Predefined portion of total expense ratio to offset recordkeeping expenses, plan sponsor services and employee services
- Overall plan services revenue sharing will vary based on the investment options in the plan and the specific revenue sharing arrangement

* Or commonly referred to as a recordkeeping offset within the industry



Optimizing plan economics: 2012 investment fee & expense disclosure as of 3/31/12

Investment	Footnotes	Ticker	Weighting	Assets as of 03/31/2012	Expense Ratio ¹ (%)	(\$)	Plan Services Expense ³¹ (%)	(\$)
TIAA and CREF Annuities								
CREF Bond Market Variable Annuity Accounts		CBND#	4.87%	\$30,890,023	0.435%	\$134,372	0.240%	\$74,136
CREF Equity Index Variable Annuity Accounts		CEQX#	3.27%	\$20,734,868	0.415%	\$86,050	0.240%	\$49,764
CREF Global Equities Variable Annuity Accounts		CGLB#	4.76%	\$30,216,481	0.485%	\$146,550	0.240%	\$72,520
CREF Growth Variable Annuity Accounts		CGRW#	5.97%	\$37,861,749	0.450%	\$170,378	0.240%	\$90,868
CREF Inflation Linked Bond Variable Annuity Accounts		CILB#	2.41%	\$15,300,727	0.435%	\$66,558	0.240%	\$36,722
CREF Money Market Variable Annuity Accounts		CMMA#	4.42%	\$28,005,540	0.420%	\$117,623	0.240%	\$67,213
CREF Social Choice Variable Annuity Accounts		CSCL#	4.80%	\$30,435,038	0.430%	\$130,871	0.240%	\$73,044
CREF Stock Variable Annuity Accounts		CSTK#	21.68%	\$137,511,356	0.470%	\$646,303	0.240%	\$330,027
TIAA Real Estate Variable Annuity Accounts		TREA#	4.75%	\$30,141,362	1.010%	\$304,428	0.240%	\$72,339
TIAA Traditional Annuity Accounts	2,3	TIAA#	26.24%	\$166,405,831	0.550%	\$915,232	0.150%	\$249,609
TIAA Active Mutual Funds								
TIAA-CREF Growth & Income Fund - Retirement Class		TRGIX	0.88%	\$5,599,023	0.720%	\$40,313	0.250%	\$13,998
TIAA-CREF International Equity Fund - Retirement Class	5	TRERX	0.71%	\$4,497,691	0.780%	\$35,082	0.250%	\$11,244
TIAA-CREF Large-Cap Value Fund - Retirement Class		TRLCX	0.75%	\$4,756,881	0.720%	\$34,250	0.250%	\$11,892
TIAA-CREF Mid-Cap Growth Fund - Retirement Class		TRGMX	0.61%	\$3,875,371	0.740%	\$28,678	0.250%	\$9,688
TIAA-CREF Mid-Cap Value Fund - Retirement Class		TRVRX	1.33%	\$8,421,191	0.710%	\$59,790	0.250%	\$21,053
TIAA-CREF Real Estate Securities Fund - Retirement Class		TRRSX	0.41%	\$2,605,542	0.820%	\$21,365	0.250%	\$6,514
TIAA-CREF Small-Cap Equity Fund - Retirement Class	5	TRSEX	0.46%	\$2,926,889	0.780%	\$22,830	0.250%	\$7,317
TIAA-CREF Social Choice Equity Fund - Retirement Class		TRSCX	0.63%	\$4,019,558	0.440%	\$17,686	0.250%	\$10,049
TIAA Index Mutual Funds								
TIAA-CREF Equity Index Fund - Retirement Class		TIQRX	0.37%	\$2,360,657	0.320%	\$7,554	0.250%	\$5,902
TIAA-CREF International Equity Index Fund - Retirement Class	5	TRIEX	1.14%	\$7,240,959	0.340%	\$24,619	0.250%	\$18,102
TIAA-CREF Large-Cap Growth Index Fund - Retirement Class		TRIRX	0.36%	\$2,267,334	0.330%	\$7,482	0.250%	\$5,668
TIAA-CREF Large-Cap Value Index Fund - Retirement Class		TRCVX	0.30%	\$1,927,148	0.330%	\$6,360	0.250%	\$4,818
TIAA-CREF S&P 500 Index Fund - Retirement Class		TRSPX	0.50%	\$3,171,293	0.320%	\$10,148	0.250%	\$7,928
TIAA-CREF Small-Cap Blend Index Fund - Retirement Class	5	TRBIX	0.55%	\$3,496,652	0.400%	\$13,987	0.250%	\$8,742
TIAA-CREF Lifecycle								
TIAA-CREF Lifecycle 2045 Fund - Retirement Class		TTFRX	0.44%	\$2,761,946	0.710%	\$19,610	0.250%	\$6,905
TIAA-CREF Lifecycle 2050 Fund - Retirement Class		TLFRX	0.16%	\$1,021,960	0.710%	\$7,256	0.250%	\$2,555
TIAA-CREF Lifecycle 2055 Fund - Retirement Class		TTRLX	0.00%	\$4,805	0.720%	\$35	0.250%	\$12
TIAA-CREF Lifecycle 2010 Fund - Retirement Class		TCLEX	0.48%	\$3,049,396	0.640%	\$19,516	0.250%	\$7,623
TIAA-CREF Lifecycle 2015 Fund - Retirement Class		TCLIX	0.76%	\$4,818,005	0.660%	\$31,799	0.250%	\$12,045
TIAA-CREF Lifecycle 2020 Fund - Retirement Class		TCLTX	0.94%	\$5,955,598	0.670%	\$39,903	0.250%	\$14,889
TIAA-CREF Lifecycle 2025 Fund - Retirement Class		TCLFX	0.92%	\$5,848,198	0.680%	\$39,768	0.250%	\$14,620
TIAA-CREF Lifecycle 2030 Fund - Retirement Class		TCLNX	0.96%	\$6,079,293	0.690%	\$41,947	0.250%	\$15,198
TIAA-CREF Lifecycle 2035 Fund - Retirement Class		TCLRX	1.24%	\$7,833,838	0.700%	\$54,837	0.250%	\$19,585
TIAA-CREF Lifecycle 2040 Fund - Retirement Class		TCLOX	1.92%	\$12,184,866	0.700%	\$85,294	0.250%	\$30,462
TIAA-CREF Lifecycle Retirement Income Fund - Rtmt Class		TLIRX	0.00%	\$19,849	0.630%	\$125	0.250%	\$50
Estimated Total / Average			100.00%	\$634,246,913	0.534%	\$3,388,597	0.218%	\$1,383,102

For more information, please refer to slide 21

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Optimizing plan economics: *Understanding your plan fees and expenses*

Services provided:

Employee Services

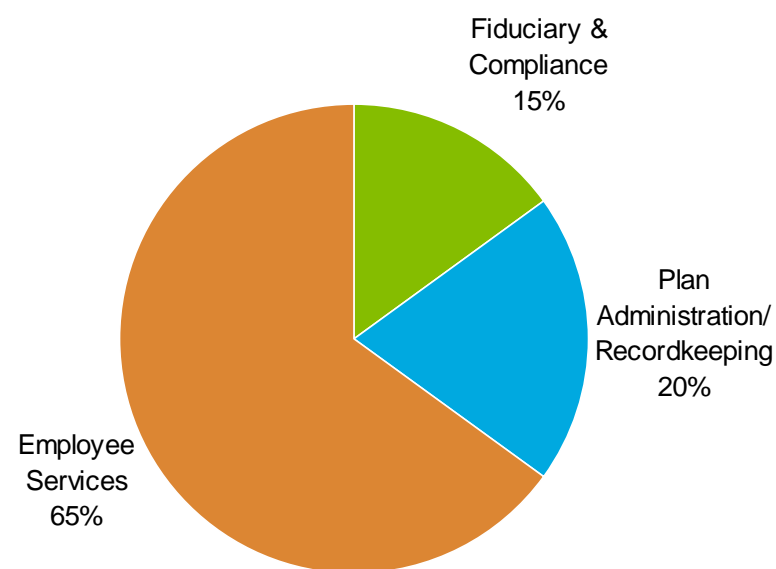
- Enrollment Communications
- Regulatory Communications
- Plan Add/Change Communications
- Individual Advice & Counseling
- Educational Campaigns & Seminars
- Quarterly Reporting & Statements
- Telephone and Web Support
- Online Planning Tools

Fiduciary and Compliance

- Dedicated Managing Consultant & Liaison
- Proactive Plan Consulting & Plan Reviews
- Regulatory Updates
- Investment Menu Design services including Gap Analysis
- Investment Reviews
- Plan Financial & Other Reporting

Plan Administration

- Enrollment Services
- Contribution Remittances
- Accumulation & Distribution Service
- Core Recordkeeping
- Tax Reporting



Expense Summary 17.9 bps



Optimizing plan economics: *Assessing and managing your plan economics*

Idaho State Board of Education Pricing Summary

Estimated Plan Expenses (Revenue Requirement):	17.9 bps*
Estimated Plan Services Expense Offset:	19.7 bps*

ASSUMPTIONS

TIAA-CREF Participants:	8,583 (3,986 active)
TIAA-CREF Annual Contributions:	\$44M
TIAA-CREF Total Plan Assets:	\$634.2M (as of 03/31/12)

*This pricing summary is based on a five-year projection of expenses and revenues and assumptions stated above, including the addition of TIAA-CREF Premier class funds.

The annualized plan services expense offset for 2012 for CREF Retirement Annuity Accounts and the TIAA Real Estate Account (REA) is 24 bps. This is the amount of product revenue that is used to pay TIAA for recordkeeping and certain other "plan services" provided under the plan. Since CREF annuities and the TIAA REA are operated at cost, this plan services expense may change periodically to reflect increases or decreases in expenses. The recordkeeping offset for TIAA Traditional is 15 bps.

The TIAA Traditional Annuity is not an investment for purposes of federal securities laws; it is a guaranteed insurance contract. Therefore, unlike a variable annuity or mutual fund, the TIAA Traditional Annuity does not include an identifiable expense ratio. Each premium allocated to the TIAA Traditional Annuity buys a definite amount of lifetime income for participants based on the rate schedule in effect at the time the premium is paid. In addition, the TIAA Traditional Annuity provides a guarantee of principal, a guaranteed minimum rate of interest and the potential for additional amounts of interest when declared by TIAA's Board of Trustees. Additional amounts, when declared, remain in effect for the "declaration year" that begins each March 1 for accumulating annuities and January 1 for lifetime payout annuities. Additional amounts are not guaranteed for future years. The TIAA Traditional Annuity has credited additional amounts every year since 1948. The recent expense provision in the formula for determining TIAA Traditional Annuity returns has averaged about 55 basis points (.550%) inclusive of administrative and investment expenses. This expense provision is not guaranteed, is subject to change, and is not publicly disclosed.



Proposed asset mapping for Idaho State Board of Education

FROM		
Current Retirement Class Fund Options		
Current Investment Option	Ticker Symbol	Expense Ratio
TIAA-CREF Growth & Income Fund - Retirement Class	TRGIX	0.72
TIAA-CREF International Equity Fund - Retirement Class	TRERX	0.78
TIAA-CREF Large-Cap Value Fund - Retirement Class	TRLCX	0.72
TIAA-CREF Mid-Cap Growth Fund - Retirement Class	TRGMX	0.74
TIAA-CREF Mid-Cap Value Fund - Retirement Class	TRVRX	0.71
TIAA-CREF Real Estate Securities Fund - Retirement Class	TRRSX	0.82
TIAA-CREF Small-Cap Equity Fund - Retirement Class	TRSEX	0.78
TIAA-CREF Social Choice Equity Fund - Retirement Class	TRSCX	0.44
TIAA-CREF Equity Index Fund - Retirement Class	TIQRX	0.32
TIAA-CREF International Equity Index Fund - Retirement Class	TRIEX	0.34
TIAA-CREF Lifecycle 2045 Fund - Retirement Class	TTFRX	0.71
TIAA-CREF Lifecycle 2050 Fund - Retirement Class	TLFRX	0.71
TIAA-CREF Lifecycle 2055 Fund - Retirement Class	TTRLX	0.72
TIAA-CREF Lifecycle 2010 Fund - Retirement Class	TCLEX	0.64
TIAA-CREF Lifecycle 2015 Fund - Retirement Class	TCLIX	0.66
TIAA-CREF Lifecycle 2020 Fund - Retirement Class	TCLTX	0.67
TIAA-CREF Lifecycle 2025 Fund - Retirement Class	TCLFX	0.68
TIAA-CREF Lifecycle 2030 Fund - Retirement Class	TCLNX	0.69
TIAA-CREF Lifecycle 2035 Fund - Retirement Class	TCLRX	0.70
TIAA-CREF Lifecycle 2040 Fund - Retirement Class	TCLOX	0.70
TIAA-CREF Lifecycle Retirement Income Fund - Rmt Class	TLIRX	0.63

TO		
Proposed Mapping into Premier Share Class		
Proposed Investment Option	Ticker Symbol	Expense Ratio
TIAA-CREF Growth & Income Fund - Premier Class	TRPGX	0.62
TIAA-CREF International Equity Fund - Premier Class	TREPX	0.68
TIAA-CREF Large-Cap Value Fund - Premier Class	TRCPX	0.62
TIAA-CREF Mid-Cap Growth Fund - Premier Class	TRGPX	0.64
TIAA-CREF Mid-Cap Value Fund - Premier Class	TRVPX	0.61
TIAA-CREF Real Estate Securities Fund - Premier Class	TRRPX	0.72
TIAA-CREF Small-Cap Equity Fund - Premier Class	TSRPX	0.68
TIAA-CREF Social Choice Equity Fund - Premier Class	TRPSX	0.34
TIAA-CREF Equity Index Fund - Premier Class	TCEPX	0.22
TIAA-CREF International Equity Index Fund - Premier Class	TRIPX	0.24
TIAA-CREF Lifecycle 2045 Fund - Premier Class	TTFPX	0.61
TIAA-CREF Lifecycle 2050 Fund - Premier Class	TCLPX	0.61
TIAA-CREF Lifecycle 2055 Fund - Premier Class	TTRPX	0.62
TIAA-CREF Lifecycle 2010 Fund - Premier Class	TCTPX	0.54
TIAA-CREF Lifecycle 2015 Fund - Premier Class	TCFPX	0.56
TIAA-CREF Lifecycle 2020 Fund - Premier Class	TCWPX	0.57
TIAA-CREF Lifecycle 2025 Fund - Premier Class	TCQPX	0.58
TIAA-CREF Lifecycle 2030 Fund - Premier Class	TCHPX	0.59
TIAA-CREF Lifecycle 2035 Fund - Premier Class	TCYPX	0.60
TIAA-CREF Lifecycle 2040 Fund - Premier Class	TCZPX	0.60
TIAA-CREF Lifecycle Retirement Income Fund - Premier Class	TPILX	0.53



Uses for revenue credit from TIAA-CREF

- Lower share Classes on TIAA-CREF Mutual Funds
- Fee waiver for Compliance Coordinator
- Lowest share classes on non-proprietary funds
- Fee waiver for Brokerage
- Fee waiver for Plan Fiduciary Services
- Expanded C, E, & A Services
- Payment of reasonable and necessary plan expenses.
- *Examples:*
 - Plan Audit expenses
 - Compliance monitoring service fees
 - Fees to 3rd parties
 - Fees to cover employee salaries for those who are providing services to the plan



Idaho State Board of Education expense reimbursement arrangement: 2012-2013

- Set up an Revenue Credit Account for 2012
- Estimate 2012 credit quarterly, credit the amount earned semiannually and reconcile actual at the end of plan year to apply to 2013 Revenue Credit account
- If there is an unused amount of revenue credit after qualified expenses, Idaho State Board of Education can direct TIAA-CREF to return it back to plan participants on or before December 31, 2012*.

* Any funds in an Revenue Credit account should be exhausted by the end of the plan year.

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June 2013



Idaho State Board of Education

**Defined Contribution Plans' Fee
Evaluation**

Michael O'Leary, CFA

Executive Vice President, Fund Sponsor
Consulting

Gordon Weightman, CFA

Vice President, Fund Sponsor Consulting

Jamie McAllister

Vice President, DC Practice

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Appendix I – Fee Comparison Charts	13



Executive Summary

The Idaho State Board of Education (“Board”) engaged Callan Associates (“Callan”) to evaluate investment management and administrative fees of the Optional Retirement Program (ORP), 457(b) Plan, 403(b) Plan, and Tax Deferred Annuity Plan (Plans) administered by TIAA-CREF. In this study, Callan evaluates investment costs, proposed by TIAA-CREF, for the mutual funds in the Plans and a lower proposed cost for administration. The analysis compares these costs to appropriate benchmarks and peer group information to help assess reasonableness.

Below is an overview of our key observations.

- **Investment Fund Fees.** The majority of the expense ratios for the mutual funds in the Plans are below median when compared to their respective peer groups.
 - The proposed expense ratio for all actively managed funds is lower than the relevant peer group’s median.
 - Four of the six index funds have expense ratios that are above their respective peer group’s median fee. These four funds (TIAA-CREF S&P 500 Index Fund, TIAA-CREF Large Cap Value Index Fund, TIAA-CREF Large Cap Growth Index, and TIAA-CREF Small Cap Blend Index) were not proposed for lower cost share classes.
 - The expense ratios of the TIAA-CREF International Equity Index fund and TIAA-CREF Equity Index fund are in line with or very close to the peer group median. TIAA-CREF proposed lower expense share classes for these two funds.
 - When evaluating eligibility for lower cost share classes, TIAA-CREF considers the economics and plan specific features of each client. It is our understanding that a lower share class is offered by TIAA-CREF that has zero revenue sharing to offset administrative costs.
- **Administration Fees.** TIAA-CREF proposed a required revenue amount of 17.9 basis points on Plan assets to recordkeep the Plans. This is a reduction to the current administrative offset of 19.7 basis points. When compared to administration fees of similarly sized though less complex plans in Callan’s database, the fee appears high, providing the possibility to negotiate lower administration fees with TIAA-CREF.

Overview

This material was prepared by Callan to assist the Board in evaluating the cost structure of the Plans offered at TIAA-CREF, including TIAA-CREF's recently proposed changes. The Plans include the Optional Retirement Program (ORP), 457(b) Plan, 403(b) Plan, and Tax Deferred Annuity Plan.

TIAA-CREF proposes the following under the new pricing structure:

- Setting TIAA-CREF's required revenue to recordkeep the Plans at 17.9 basis points.
- Transitioning from the "Retirement" to the "Premier" share class for certain mutual funds in the lineup.
- Implementing a Revenue Credit Account, in which any revenue generated above the 17.9 basis points can be used by the Plans to pay for qualified plan expenses or be rebated back to participants.

Callan analyzed the investment management expenses of each mutual fund investment option, as well as the Plans' administrative fees. To evaluate costs, the investment management expenses of the mutual funds were compared to costs of comparable investments while the administrative fees were evaluated based on peer comparisons to plans of a similar size and complexity. Exhibit 1 shows the general characteristics of the Plans and Exhibit 2 lists the combined investment lineup of the Plans as of 3/31/13.

Exhibit 1 – Characteristics of the Plans

Plan	Total
Total Assets	\$714 million
Participants	10,230
Recordkeeper	TIAA-CREF

The assets by Plan as of 3/31/13 are shown below:

Plan	Total
Optional Retirement Program (ORP)	\$593 million
457(b) Plan	\$8 million
403(b) Plan	\$0.9 million
Tax Deferred Annuity Plan	\$112 million

Exhibit 2 – Investment Line-up

	Vehicle	Assets*	Asset %
Tier I: Asset Allocation (Target Date)			
TIAA-CREF Lifecycle Retirement Funds	Mutual Fund	\$69,484,643	9.7%
Tier II: Core Options			
TIAA-CREF S&P 500 Idx-Rtmt	Mutual Fund	\$4,295,281	0.6%
TIAA-CREF Eq Index-Rtmt	Mutual Fund	\$2,527,949	0.4%
TIAA-CREF Lg-Cap Val Idx-Rtmt	Mutual Fund	\$3,210,793	0.4%
TIAA-CREF Lg-Cap Val-Rtmt	Mutual Fund	\$6,774,059	0.9%
TIAA-CREF Lg-Cap Gr Idx-Rtmt	Mutual Fund	\$2,908,523	0.4%
TIAA-CREF Gr & Inc-Rtmt	Mutual Fund	\$7,594,816	1.1%
TIAA-CREF Mid-Cap Val-Rtmt	Mutual Fund	\$11,481,916	1.6%
TIAA-CREF Mid-Cap Gr-Rtmt	Mutual Fund	\$4,617,393	0.6%
TIAA-CREF Sm-Cap BI Idx-Rtmt	Mutual Fund	\$5,427,848	0.8%
TIAA-CREF Sm-Cap Eq-Rtmt	Mutual Fund	\$3,869,845	0.5%
TIAA-CREF Intl Eq Idx-Rtmt	Mutual Fund	\$10,745,675	1.5%
TIAA-CREF Intl Eq-Rtmt	Mutual Fund	\$5,057,311	0.7%
Tier III: Specialty Options			
TIAA-CREF Social Ch Eq-Rtmt	Mutual Fund	\$4,765,779	0.7%
TIAA-CREF Real Est Secs-Rtmt	Mutual Fund	\$3,310,573	0.5%
Tier IV: TIAA and CREF Annuities			
TIAA Traditional	Annuity	\$178,561,736	25.0%
CREF Money Market	Annuity	\$27,276,020	3.8%
CREF Inflation-Linked Bond	Annuity	\$16,742,407	2.3%
CREF Bond Market	Annuity	\$35,311,916	4.9%
CREF Equity Index	Annuity	\$23,011,586	3.2%
CREF Stock	Annuity	\$142,776,556	20.0%
CREF Growth	Annuity	\$41,188,321	5.8%
CREF Global Equities	Annuity	\$34,998,503	4.9%
CREF Social Choice	Annuity	\$33,217,571	4.7%
TIAA Real Estate	Annuity	\$34,999,204	4.9%
TOTAL	--	\$714,156,225	100%

*In addition, there is an outstanding loan balance of \$52,090

Investment Option Fee Evaluation

In this section, we examine the investment fees associated with each of the mutual funds and compare them to peers.

TIAA-CREF has proposed changing the share classes of certain mutual funds within the Plans. The changes, shown in Exhibit 3, would move some mutual funds from the “Retirement” share class to the “Premier” share class resulting in a lower expense ratio (and corresponding revenue sharing) by 10 basis points.

Exhibit 3 – TIAA-CREF Proposed Share Class Changes

TIAA-CREF Lifecycle Retirement Funds
TIAA-CREF Eq Index
TIAA-CREF Lg-Cap Val
TIAA-CREF Gr & Inc
TIAA-CREF Mid-Cap Val
TIAA-CREF Mid-Cap Gr
TIAA-CREF Sm-Cap Eq
TIAA-CREF Intl Eq Idx
TIAA-CREF Intl Eq
TIAA-CREF Social Ch Eq
TIAA-CREF Real Est Secs

TIAA-CREF did not propose any changes to the following mutual funds:

TIAA-CREF S&P 500 Idx
TIAA-CREF Lg-Cap Val Idx
TIAA-CREF Lg-Cap Gr Idx
TIAA-CREF Sm-Cap BI Idx

Exhibit 4 lists the current and proposed expenses of each mutual fund in the Plans and compares the total fee to a relevant peer group of institutional mutual funds.¹ The actively managed funds in the Plans were compared to peer groups composed of actively managed funds while the passively managed funds were compared to peer groups composed of passively managed products. Asset values are as of 3/31/2013.

¹ Style groups differentiate between active and passively managed funds. The peer group for the target date funds contains actively managed mutual funds. For more detailed fee comparisons please see Appendix I – Fee Comparison Charts.

Exhibit 4 – Current and Proposed Expense Ratios

	Assets*	Current Ticker	Current Expense Ratio	Current Expense Ratio Estimated (\$)	Proposed Ticker	Proposed Expense Ratio	Proposed Expense Ratio Estimated (\$)	Peer Group Median	Proposed Compared to Peer Median
Tier I: Asset Allocation (Target Date)									
TIAA-CREF Lifecycle Retirement Funds	\$69,484,643	Multiple	0.69%	\$477,966	Multiple	0.59%	\$408,482	0.70%	11 bps lower
Tier II: Core Options									
TIAA-CREF S&P 500 Idx	\$4,295,281	TRSPX	0.32%	\$13,745	Same	0.32%	\$13,745	0.20%	12 bps higher
TIAA-CREF Eq Index	\$2,527,949	TIQRX	0.32%	\$8,089	TCEPX	0.22%	\$5,561	0.20%	2 bps higher
TIAA-CREF Lg-Cap Val Idx	\$3,210,793	TRCVX	0.33%	\$10,596	Same	0.33%	\$10,596	0.08%	25 bps higher
TIAA-CREF Lg-Cap Val	\$6,774,059	TRLCX	0.72%	\$48,773	TRCPX	0.62%	\$41,999	0.77%	15 bps lower
TIAA-CREF Lg-Cap Gr Idx	\$2,908,523	TRIRX	0.33%	\$9,598	Same	0.33%	\$9,598	0.20%	13 bps higher
TIAA-CREF Gr & Inc	\$7,594,816	TRGIX	0.72%	\$54,683	TRPGX	0.62%	\$47,088	0.85%	23 bps lower
TIAA-CREF Mid-Cap Val	\$11,481,916	TRVRX	0.71%	\$81,522	TRVPX	0.61%	\$70,040	0.88%	27 bps lower
TIAA-CREF Mid-Cap Gr	\$4,617,393	TRGMX	0.74%	\$34,169	TRGPX	0.64%	\$29,551	0.97%	33 bps lower
TIAA-CREF Sm-Cap BI Idx	\$5,427,848	TRBIX	0.40%	\$21,711	Same	0.40%	\$21,711	0.26%	14 bps higher
TIAA-CREF Sm-Cap Eq	\$3,869,845	TRSEX	0.78%	\$30,185	TSRPX	0.68%	\$26,315	1.06%	38 bps lower
TIAA-CREF Intl Eq Idx	\$10,745,675	TRIEX	0.34%	\$36,535	TRIPX	0.24%	\$25,790	0.24%	even
TIAA-CREF Intl Eq	\$5,057,311	TRERX	0.78%	\$39,447	TREPX	0.68%	\$34,390	1.13%	45 bps lower
Tier III: Specialty Options									
TIAA-CREF Social Ch Eq	\$4,765,779	TRSCX	0.44%	\$20,969	TRPSX	0.34%	\$16,204	1.00%	66 bps lower
TIAA-CREF Real Est Secs	\$3,310,573	TRRSX	0.82%	\$27,147	TRRPX	0.72%	\$23,836	0.91%	19 bps lower
TOTAL	\$146,072,404	--	0.63%	\$915,135	--	0.54%	\$784,905	0.68%	14 bps lower

*In addition, there are \$568 million in annuity assets, which account for just under \$3 million in additional expenses, based on their expense ratio. TIAA-CREF is not proposing any changes to the annuities.

Blue text indicates mutual funds with expense ratios above the peer group median.

Exhibit 4 indicates that the proposed fees for many of the mutual funds in the Plans are either in-line with or below median compared to their respective peer groups. Certain funds (highlighted in blue) are above median compared to their respective peer groups.

Below we provide a summary of our key observations on the investment fees for the mutual funds. The investment fees for the annuities were not evaluated. Keep in mind that our analysis is focused solely on fees and does not factor in the ranking or quality of returns that an investment manager may deliver. Performance differences may explain the dispersion of fees seen in the marketplace.

- **TIAA-CREF S&P 500 Index Fund, TIAA-CREF Large Cap Value Index Fund, TIAA-CREF Large Cap Growth Index, and TIAA-CREF Small Cap Blend Index.** The fees for these four index funds are above that of their respective peer group median. TIAA-CREF has not proposed these funds be moved to a lower fee share class.
- **TIAA-CREF International Equity Index Fund and the TIAA-CREF Equity Index Fund.** These funds were proposed for a lower cost share class and their fees are in-line with that of their peer group median.
- **Actively Managed Funds.** For the actively managed mutual funds, expenses will be reduced by moving from the “Retirement” to “Premier” share class. The proposed expense ratios are lower than that of the median fund in the relevant peer group.

When evaluating eligibility for lower cost share classes, TIAA-CREF considers the economics and plan specific features of each client. Our understanding is that a lower cost share class is available that has no revenue share to offset administrative expenses.

Recordkeeper Fee Evaluation

Under TIAA-CREF's bundled recordkeeping model, a portion of each investment option's expense ratio is used to pay the Plans' administrative costs. The 2013 Callan DC Survey, enclosed, indicates that approximately 67% of plans where participants pay some or all of the administrative costs use revenue sharing to fully or partially pay for plan administration fees.

Exhibit 5 outlines the current amount of revenue sharing generated by the Plans, which totals over \$1.5 million. The options in the current line-up generate either 24 or 25 basis points of revenue share with the TIAA Traditional account being the exception with revenue sharing of 15 basis points. This means that the majority of plan participants are equitably paying for plan administration.

Exhibit 5 – Current Line-Up Revenue Share

	Vehicle	Assets	Revenue Sharing Offset	Revenue Sharing Offset Applied (Est.)
Tier I: Asset Allocation (Target Date)				
TIAA-CREF Lifecycle Retirement Funds	Mutual Fund	\$69,484,643	0.25%	\$173,712
Tier II: Core Options				
TIAA-CREF S&P 500 Idx-Rtmt	Mutual Fund	\$4,295,281	0.25%	\$10,738
TIAA-CREF Eq Index-Rtmt	Mutual Fund	\$2,527,949	0.25%	\$6,320
TIAA-CREF Lg-Cap Val Idx-Rtmt	Mutual Fund	\$3,210,793	0.25%	\$8,027
TIAA-CREF Lg-Cap Val-Rtmt	Mutual Fund	\$6,774,059	0.25%	\$16,935
TIAA-CREF Lg-Cap Gr Idx-Rtmt	Mutual Fund	\$2,908,523	0.25%	\$7,271
TIAA-CREF Gr & Inc-Rtmt	Mutual Fund	\$7,594,816	0.25%	\$18,987
TIAA-CREF Mid-Cap Val-Rtmt	Mutual Fund	\$11,481,916	0.25%	\$28,705
TIAA-CREF Mid-Cap Gr-Rtmt	Mutual Fund	\$4,617,393	0.25%	\$11,543
TIAA-CREF Sm-Cap BI Idx-Rtmt	Mutual Fund	\$5,427,848	0.25%	\$13,570
TIAA-CREF Sm-Cap Eq-Rtmt	Mutual Fund	\$3,869,845	0.25%	\$9,675
TIAA-CREF Intl Eq Idx-Rtmt	Mutual Fund	\$10,745,675	0.25%	\$26,864
TIAA-CREF Intl Eq-Rtmt	Mutual Fund	\$5,057,311	0.25%	\$12,643
Tier III: Specialty Options				
TIAA-CREF Social Ch Eq-Rtmt	Mutual Fund	\$4,765,779	0.25%	\$11,914
TIAA-CREF Real Est Secs-Rtmt	Mutual Fund	\$3,310,573	0.25%	\$8,276
Tier IV: TIAA and CREF Annuities				
TIAA Traditional	Annuity	\$178,561,736	0.15%	\$267,843
CREF Money Market	Annuity	\$27,276,020	0.24%	\$65,462
CREF Inflation-Linked Bond	Annuity	\$16,742,407	0.24%	\$40,182
CREF Bond Market	Annuity	\$35,311,916	0.24%	\$84,749
CREF Equity Index	Annuity	\$23,011,586	0.24%	\$55,228
CREF Stock	Annuity	\$142,776,556	0.24%	\$342,664
CREF Growth	Annuity	\$41,188,321	0.24%	\$98,852
CREF Global Equities	Annuity	\$34,998,503	0.24%	\$83,996
CREF Social Choice	Annuity	\$33,217,571	0.24%	\$79,722
TIAA Real Estate	Annuity	\$34,999,204	0.24%	\$83,998
TOTAL	--	\$714,156,225	0.22%	\$1,567,877

Exhibit 6 shows the impact of TIAA-CREF's proposed share class changes. The revenue sharing generated by the Plans will be approximately 20 bps or \$1.4 million. This is roughly a \$130,000 reduction from the current share classes used. The investment options in the proposed line-up generate varying amounts of revenue share, which could result in an inequitable payment of plan costs by participants.

Exhibit 6 – Proposed Line-Up Revenue Share

	Vehicle	Assets	Revenue Sharing Offset	Revenue Sharing Offset Applied (Est.)
Tier I: Asset Allocation (Target Date)				
TIAA-CREF Lifecycle Retirement Premier	Mutual Fund	\$69,484,643	0.15%	\$104,227
Tier II: Core Options				
TIAA-CREF S&P 500 Idx-Rtmt	Mutual Fund	\$4,295,281	0.25%	\$10,738
TIAA-CREF Eq Index- Premier	Mutual Fund	\$2,527,949	0.15%	\$3,792
TIAA-CREF Lg-Cap Val Idx-Rtmt	Mutual Fund	\$3,210,793	0.25%	\$8,027
TIAA-CREF Lg-Cap Val- Premier	Mutual Fund	\$6,774,059	0.15%	\$10,161
TIAA-CREF Lg-Cap Gr Idx-Rtmt	Mutual Fund	\$2,908,523	0.25%	\$7,271
TIAA-CREF Gr & Inc- Premier	Mutual Fund	\$7,594,816	0.15%	\$11,392
TIAA-CREF Mid-Cap Val- Premier	Mutual Fund	\$11,481,916	0.15%	\$17,223
TIAA-CREF Mid-Cap Gr- Premier	Mutual Fund	\$4,617,393	0.15%	\$6,926
TIAA-CREF Sm-Cap BI Idx-Rtmt	Mutual Fund	\$5,427,848	0.25%	\$13,570
TIAA-CREF Sm-Cap Eq- Premier	Mutual Fund	\$3,869,845	0.15%	\$5,805
TIAA-CREF Intl Eq Idx- Premier	Mutual Fund	\$10,745,675	0.15%	\$16,119
TIAA-CREF Intl Eq- Premier	Mutual Fund	\$5,057,311	0.15%	\$7,586
Tier III: Specialty Options				
TIAA-CREF Social Ch Eq-Premier	Mutual Fund	\$4,765,779	0.15%	\$7,149
TIAA-CREF Real Est Secs- Premier	Mutual Fund	\$3,310,573	0.15%	\$4,966
Tier IV: TIAA-CREF Annuities				
TIAA Traditional	Annuity	\$178,561,736	0.15%	\$267,843
CREF Money Market	Annuity	\$27,276,020	0.24%	\$65,462
CREF Inflation-Linked Bond	Annuity	\$16,742,407	0.24%	\$40,182
CREF Bond Market	Annuity	\$35,311,916	0.24%	\$84,749
CREF Equity Index	Annuity	\$23,011,586	0.24%	\$55,228
CREF Stock	Annuity	\$142,776,556	0.24%	\$342,664
CREF Growth	Annuity	\$41,188,321	0.24%	\$98,852
CREF Global Equities	Annuity	\$34,998,503	0.24%	\$83,996
CREF Social Choice	Annuity	\$33,217,571	0.24%	\$79,722
TIAA Real Estate	Annuity	\$34,999,204	0.24%	\$83,998
TOTAL	--	\$714,156,225	0.20%	\$1,437,647

Under TIAA-CREF's proposal, they will require 17.9 basis points to recordkeep the Plans. This covers recordkeeping services such as administration, a call center, a plan sponsor and participant website, a voice response unit, reporting, trust/custodial services, fiduciary and compliance functions, participant communications, seminars, printing, postage, individual advice and counseling, etc.

A basis point recordkeeping fee still remains common in the DC marketplace. According to the 2013 Callan DC Survey, 36% of participants pay for administration solely through revenue sharing or some kind of administrative allocation back from the investment fund vs. 16% that pay solely through an explicit hard dollar fee vs. 13% that pay solely through a percentage fee. Most of the remaining participants pay through a combination of revenue sharing and an explicit charge.

Determining Plan Fee Policy

-ERISA contains no provisions specifically addressing how plan expenses may be allocated among participants and beneficiaries.

-However, Department of Labor Field Assistance Bulletin 2003-3 notes:

- A fiduciary must be prudent in the selection of the method of allocation.
- The fiduciary weighs the competing interests of various classes of the plan's participants and the effects of various allocation methods on those interests.
- A fiduciary's decision must satisfy the "solely in the interest of participants" standard. However, a method of allocating expenses would not fail to be "solely in the interest of participants" merely because the selected method disfavors one class of participants, provided that a rational basis exists for the selected method.

For any revenue generated above the 17.9 bps, TIAA-CREF will implement a Revenue Credit Account, in which the excess can be used by the Plans to pay for qualified plan expenses or be credited back to participants. According to the 2013 Callan DC Survey, 51% of plans have a similar type of reimbursement account.

Given the proposed share class changes, Exhibit 7 shows the Plans would generate approximately \$130,000 more than the proposed revenue requirement indicated by TIAA-CREF.

Exhibit 7 – Recordkeeping Fees

Recordkeeping Fees	Estimated Fee Dollars	Estimated Basis Points	Estimated Per Participant
TIAA-CREF Recordkeeping Fee	\$1,278,340	17.9 bps	\$125
Revenue Sharing Generated (proposed)	\$1,437,647	20.1 bps	\$141
Surplus/(Deficit)	\$130,230	2.2 bps	\$16

In addition to the 17.9 bps recordkeeping fee, the TIAA Traditional Annuity for participants in the Optional Retirement Program is subject to a surrender fee should participants elect to take a lump sum distribution.

The revenue sharing per fund ranges from 15 to 25 basis points under the proposal. With the uneven distribution of revenue sharing in the fund options, some participants will pay more to offset administrative costs than others.

While equality in fees is preferable, it can be difficult to achieve given the various revenue sharing agreements across the funds. This is a common issue among plan sponsors, and has been receiving increased attention, particularly in light of the recent fee disclosure regulations. According to Callan's 2013 DC Trends survey, we find that only 2% of plans receive revenue sharing offsets from all of the funds within a plan. More commonly (48%), plans have between 51% and 99% of the plan's funds generating revenue sharing.

Recordkeeper Fee Benchmarking

There are many factors to consider in evaluating the reasonableness of plan administrative fees including:

- Complexity/number of plans;
- Services provided by the recordkeeper;
- Number of participants;
- Number/type of investment options;
- Assets;
- Number of payroll feeds;
- Unique plan features

Benchmarking a defined contribution plan's recordkeeping costs is an imperfect process, since every plan has unique features that must be taken into consideration. Many factors feed into pricing of administration services, including complexity of the plan (e.g., number of plans, number of payroll feeds, quality of data coming from the client), whether the services are fully bundled or not, and level of services (including communication, plan accounting, plan reporting, etc.).

To provide benchmarking data, Callan compared the Plans' pricing to plans of a similar size in terms of both assets and participants. Exhibit 8 provides the results of the comparison.

Exhibit 8 – Administrative Fee Comparison

Plan	Total Assets	Participants	Per Participant Fee	Basis Point Fee	Total Fees
Plan A	\$586,077,555	10,770	\$79	14.5	\$849,812
Plan A @ \$700 million	\$700,000,000	10,770	\$88	13.5	\$945,000
Plan A @ \$800 million	\$800,000,000	10,770	\$93	12.5	\$1,000,000
Plan B	\$453,760,399	8,200	\$105	19.0	\$862,145
Plan C	\$612,000,000	12,200	\$75	15.0	\$918,000
Plan D	\$674,000,000	6,043	\$67	6.0	\$404,400
Plan E	\$838,735,667	24,107	\$59	17.0	\$1,425,851
Plan F	\$955,447,288	50,880	\$64	34.0	\$3,248,521
Plan G	\$956,316,321	16,649	\$57	10.0	\$956,316
Plan H	\$968,000,000	51,000	\$30	15.8	\$1,529,440
Plan I	\$1,181,027,759	9,727	\$97	8.0	\$944,822
Plan J	\$1,216,900,000	11,691	\$71	6.8	\$827,492
<i>Average</i>	<i>\$828,522,082</i>	<i>18,567</i>	<i>\$74</i>	<i>14.3</i>	<i>\$1,159,317</i>
<i>Median</i>	<i>\$819,367,834</i>	<i>11,231</i>	<i>\$73</i>	<i>14.0</i>	<i>\$944,911</i>
Idaho (proposed)	\$714,156,225	10,230	\$125	17.9	\$1,278,340

Given the range of administrative fees shown in Exhibit 8, it is encouraging that TIAA-CREF has proposed a lower revenue requirement. The 17.9 bps fee is above the median and average fees of similar albeit less complex plans in Callan's database. The Plans have some additional complexities given there are four separate plans and TIAA-CREF provides individual advice and counseling, an expensive service that is not always offered. Since the proposed revenue requirement is above the peer group median of 14.0 basis points, there could be additional opportunity for fee concessions by TIAA-CREF.

Conclusions

In this report, we compared investment management fees for the mutual funds as well as the Plans' administrative fees to that of peers.

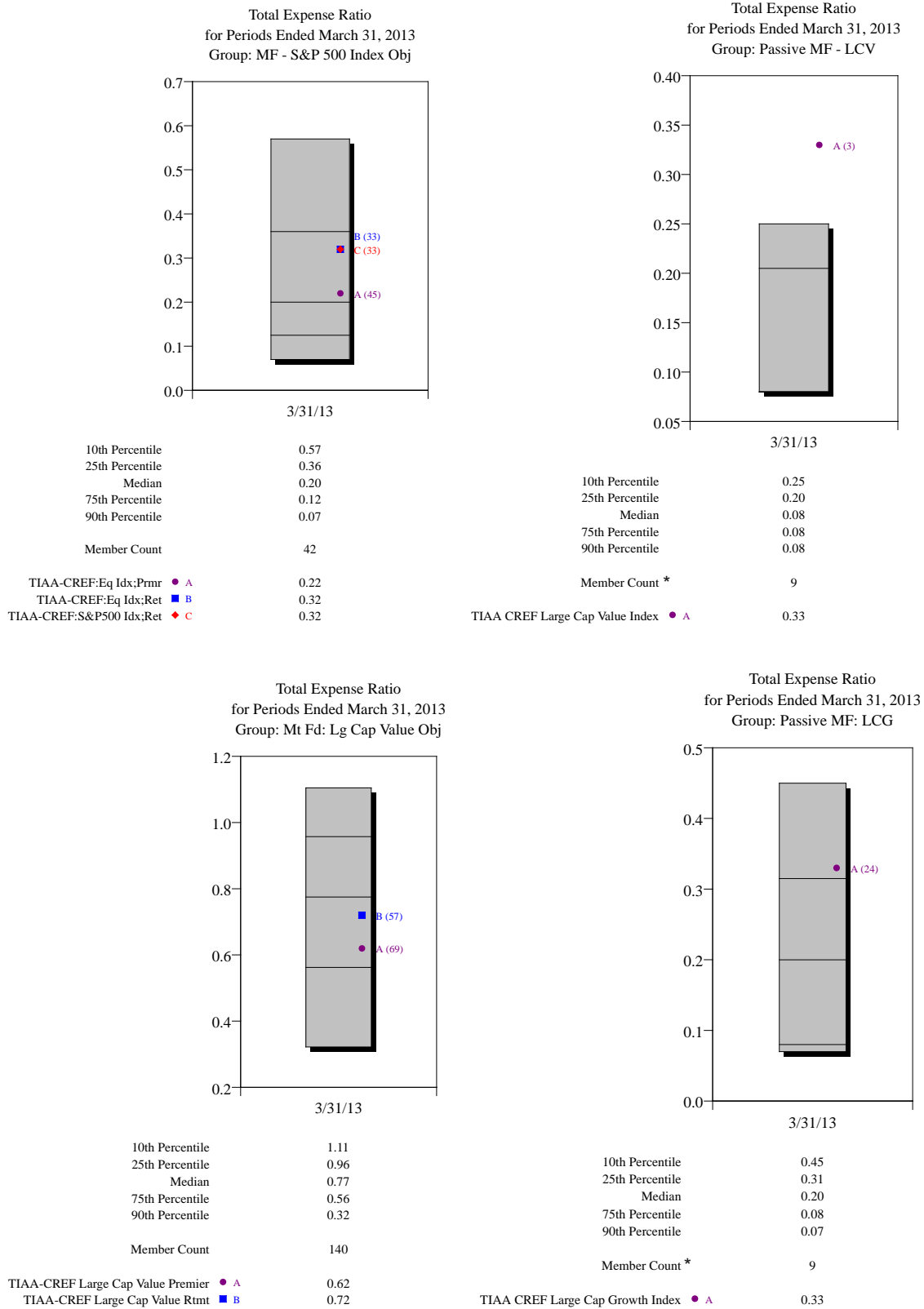
For the proposed fee arrangement by TIAA-CREF, we found that the actively managed mutual funds have investment management fees below median when compared to their respective peer groups.

Four of six passively managed mutual funds offered, have expense ratios that are greater than their respective peer group median. These include the TIAA-CREF S&P 500 Index Fund, TIAA-CREF Large Cap Value Index Fund, TIAA-CREF Large Cap Growth Index, and TIAA-CREF Small Cap Blend Index. A lower cost share class was proposed for both the TIAA-CREF International Equity Index and TIAA-CREF Equity Index funds and their expense ratios match or are very close to their peer group's median.

It is our understanding that a lower cost share class is available at TIAA-CREF that has zero revenue sharing to offset administrative fees.

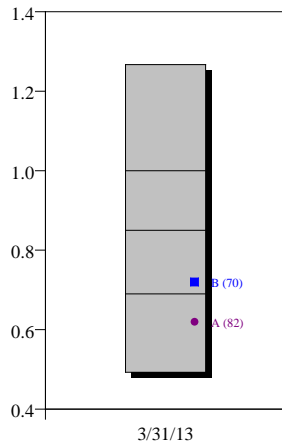
TIAA-CREF proposed a lower recordkeeping fee of 17.9 bps on plan assets. When compared to administration fees of similarly sized yet less complex plans in Callan's database, the fee is above the peer average and median, potentially providing room for the Board to negotiate a lower administration fee with TIAA-CREF, or a higher expense reimbursement amount.

Appendix I – Fee Comparison Charts



*Note that the small sample size primarily includes funds that have no revenue sharing.

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Mt Fd: Lg Cap Growth Obj



10th Percentile
25th Percentile
Median
75th Percentile
90th Percentile

1.27
1.00
0.85
0.69
0.49

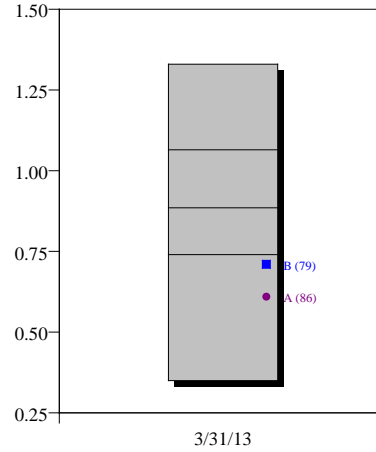
Member Count

222

TIAA CREF Growth & Income Prem ● A
TIAA CREF Growth & Income Rtmt ■ B

0.62
0.72

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Mt Fd: Mid Cap Value Obj



10th Percentile
25th Percentile
Median
75th Percentile
90th Percentile

1.33
1.07
0.88
0.74
0.35

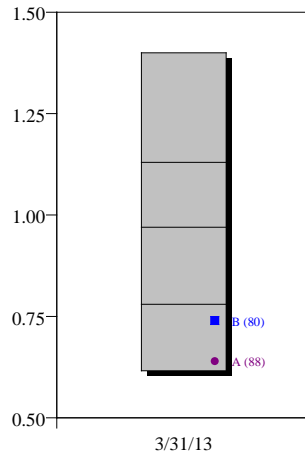
Member Count

64

TIAA-CREF:MCV;Prmr ● A
TIAA-CREF:MCV;Ret ■ B

0.61
0.71

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Mt Fd: Mid Cap Growth Obj



10th Percentile
25th Percentile
Median
75th Percentile
90th Percentile

1.40
1.13
0.97
0.78
0.62

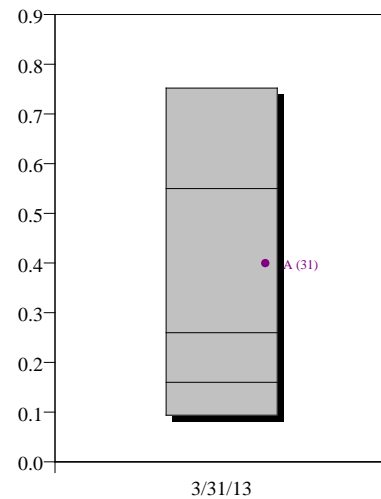
Member Count

127

TIAA-CREF Mid Cap Growth Prem ● A
TIAA-CREF Mid Cap Growth Rtmt ■ B

0.64
0.74

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Passive: MF small-cap



10th Percentile
25th Percentile
Median
75th Percentile
90th Percentile

0.75
0.55
0.26
0.16
0.09

Member Count *

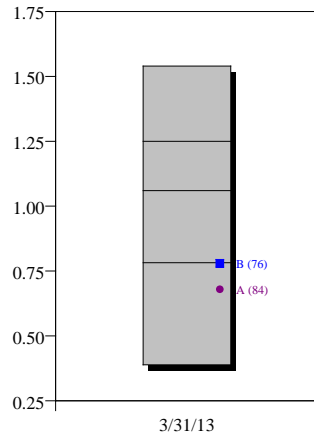
11

TIAA-CREF:SCB Idx;Ret ● A

0.40

*Note that the small sample size primarily includes funds that have no revenue sharing.

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Mt Fd: Sm Cap Core Obj

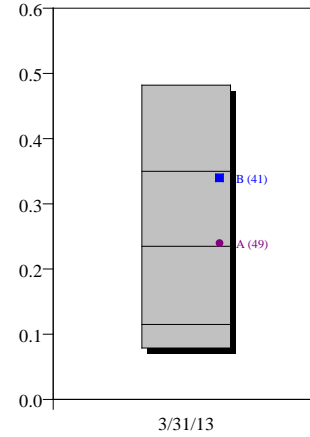


10th Percentile	1.54
25th Percentile	1.25
Median	1.06
75th Percentile	0.78
90th Percentile	0.39

Member Count 268

TIAA-CREF Small Cap Eq Prem	A	0.68
TIAA-CREF Small Cap Eq Rmt	B	0.78

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Passive MF Intl

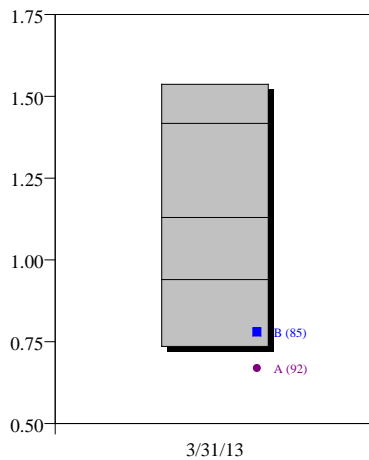


10th Percentile	0.48
25th Percentile	0.35
Median	0.24
75th Percentile	0.11
90th Percentile	0.08

Member Count 38

TIAA-CREF Int'l Eq Index Prem	A	0.24
TIAA-CREF Int'l Eq Index Rmt	B	0.34

Total Expense Ratio
for Periods Ended March 31, 2013
Group: CAI MF - Non-US Equity Style

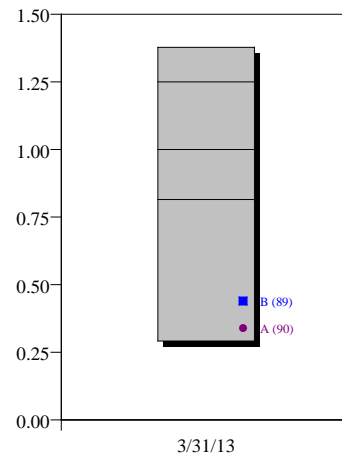


10th Percentile	1.54
25th Percentile	1.42
Median	1.13
75th Percentile	0.94
90th Percentile	0.74

Member Count 82

TIAA-CREF:Intl Eq:Prmr	A	0.67
TIAA-CREF:Intl Eq:Ret	B	0.78

Total Expense Ratio
for Periods Ended March 31, 2013
Group: SRI - Large Cap Core

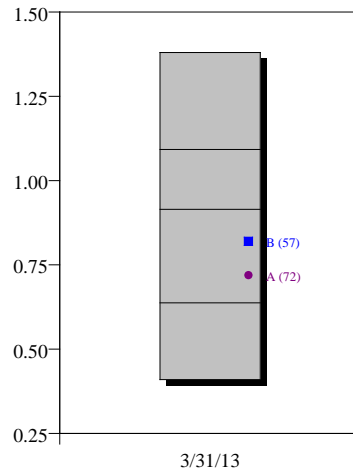


10th Percentile	1.38
25th Percentile	1.25
Median	1.00
75th Percentile	0.81
90th Percentile	0.29

Member Count 21

TIAA-CREF Soc Choice Prem	A	0.34
TIAA-CREF Soc Choice Rmt	B	0.44

Total Expense Ratio
for Periods Ended March 31, 2013
Group: Real Estate Mut Fds



10th Percentile	1.38
25th Percentile	1.09
Median	0.91
75th Percentile	0.64
90th Percentile	0.41
Member Count	84
TIAA-CREF Real Estate Prem	● A 0.72
TIAA-CREF Real Estate Rtmt	■ B 0.82



Idaho State Board of Education – Follow up detail as requested

July 3rd , 2013

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Current menu and proposed



THE IDAHO STATE BOARD OF EDUCATION					
Fund Mapping					
FROM			TO		
Current Retirement Class Fund Options			Proposed Mapping into Premier/Institutional Share Class		
Current Investment Option	Ticker Symbol	Expense Ratio	Proposed Investment Option	Ticker Symbol	Expense Ratio
TIAA-CREF Growth & Income Fund - Retirement Class	TRGIX	0.71	TIAA-CREF Growth & Income Fund - Premier Class	TRPGX	0.61
TIAA-CREF International Equity Fund - Retirement Class	TRERX	0.78	TIAA-CREF International Equity Fund - Premier Class	TREPX	0.67
TIAA-CREF Large-Cap Value Fund - Retirement Class	TRLCX	0.71	TIAA-CREF Large-Cap Value Fund - Premier Class	TRCPX	0.61
TIAA-CREF Mid-Cap Growth Fund - Retirement Class	TRGMX	0.73	TIAA-CREF Mid-Cap Growth Fund - Premier Class	TRGPX	0.63
TIAA-CREF Mid-Cap Value Fund - Retirement Class	TRVRX	0.71	TIAA-CREF Mid-Cap Value Fund - Premier Class	TRVPX	0.61
TIAA-CREF Real Estate Securities Fund - Retirement Class	TRRSX	0.78	TIAA-CREF Real Estate Securities Fund - Premier Class	TRRPX	0.68
TIAA-CREF Small-Cap Equity Fund - Retirement Class	TRSEX	0.73	TIAA-CREF Small-Cap Equity Fund - Premier Class	TSRPX	0.63
TIAA-CREF Social Choice Equity Fund - Retirement Class	TRSCX	0.43	TIAA-CREF Social Choice Equity Fund - Premier Class	TRPSX	0.33
TIAA-CREF Equity Index Fund - Retirement Class	TIQRX	0.32	TIAA-CREF Equity Index Fund - Institutional Class	TIEIX	0.07
TIAA-CREF International Equity Index Fund - Retirement Class	TRIEX	0.33	TIAA-CREF International Equity Index Fund - Instl Class	TCIEX	0.08
TIAA-CREF Large-Cap Growth Index Fund - Retirement Class	TRIRX	0.32	TIAA-CREF Large-Cap Growth Index Fund - Institutional Class	TILIX	0.07
TIAA-CREF Large-Cap Value Index Fund - Retirement Class	TRCVX	0.32	TIAA-CREF Large-Cap Value Index Fund - Institutional Class	TILVX	0.08
TIAA-CREF S&P 500 Index Fund - Retirement Class	TRSPX	0.32	TIAA-CREF S&P 500 Index Fund - Institutional Class	TISPX	0.07
TIAA-CREF Small-Cap Blend Index Fund - Retirement Class	TRBIX	0.40	TIAA-CREF Small-Cap Blend Index Fund - Institutional Class	TISBX	0.15
TIAA-CREF Lifecycle 2045 Fund - Retirement Class	TIFFRX	0.74	TIAA-CREF Lifecycle 2045 Fund - Premier Class	TIFFPX	0.64
TIAA-CREF Lifecycle 2050 Fund - Retirement Class	TLFRX	0.74	TIAA-CREF Lifecycle 2050 Fund - Premier Class	TCLPX	0.64
TIAA-CREF Lifecycle 2055 Fund - Retirement Class	TTRLX	0.74	TIAA-CREF Lifecycle 2055 Fund - Premier Class	TTRPX	0.64
TIAA-CREF Lifecycle 2010 Fund - Retirement Class	TCLEX	0.66	TIAA-CREF Lifecycle 2010 Fund - Premier Class	TCTPX	0.56
TIAA-CREF Lifecycle 2015 Fund - Retirement Class	TCLIX	0.67	TIAA-CREF Lifecycle 2015 Fund - Premier Class	TCFPX	0.57
TIAA-CREF Lifecycle 2020 Fund - Retirement Class	TCLTX	0.69	TIAA-CREF Lifecycle 2020 Fund - Premier Class	TCWPX	0.59
TIAA-CREF Lifecycle 2025 Fund - Retirement Class	TCLFX	0.71	TIAA-CREF Lifecycle 2025 Fund - Premier Class	TCQPX	0.61
TIAA-CREF Lifecycle 2030 Fund - Retirement Class	TCLNX	0.72	TIAA-CREF Lifecycle 2030 Fund - Premier Class	TCHPX	0.62
TIAA-CREF Lifecycle 2035 Fund - Retirement Class	TCLRX	0.73	TIAA-CREF Lifecycle 2035 Fund - Premier Class	TCYPX	0.63
TIAA-CREF Lifecycle 2040 Fund - Retirement Class	TCLOX	0.74	TIAA-CREF Lifecycle 2040 Fund - Premier Class	TCZPX	0.64
TIAA-CREF Lifecycle Retirement Income Fund - Rmt Class	TLIRX	0.64	TIAA-CREF Lifecycle Retirement Income Fund - Premier Class	TPILX	0.54



Idaho State Board of Education - TIAA Proposed Menu vs. Callan Median (total all in cost comparison)

Total cost to Idaho State Board of Education participants

	Dollars in asset class	bps from TC Proposal		bps from Callan paper	
		Cost with TIAA-CREF bps	Dollars	Cost with comparable median bps	Dollars
Record Keeping (Administrative) fees	146,072,404	0.160%	233,715.85	0.140%	204,501.37
All-in participant costs					
Tier I: Asset Allocation (Target Date)					
TIAA-CREF Lifecycle Retirement Funds-Premier	69,484,643	0.62%	428,657.28	0.70%	486,392.50
Tier II: Core Options					
TIAA-CREF S&P 500 Idx- Institutional	4,295,281	0.07%	3,006.70	0.20%	8,590.56
TIAA-CREF Eq Index- Institutional	2,527,949	0.07%	1,769.56	0.20%	5,055.90
TIAA-CREF Lg-Cap Val Idx- Institutional	3,210,793	0.08%	2,568.63	0.08%	2,568.63
TIAA-CREF Lg-Cap Val-Premier	6,774,059	0.61%	41,321.76	0.77%	52,160.25
TIAA-CREF Lg-Cap Gr Idx- Institutional	2,908,523	0.07%	2,035.97	0.20%	5,817.05
TIAA-CREF Gr & Inc-Premier	7,594,816	0.61%	46,328.38	0.85%	64,555.94
TIAA-CREF Mid-Cap Val-Premier	11,481,916	0.61%	70,039.69	0.88%	101,040.86
TIAA-CREF Mid-Cap Gr-Premier	4,617,393	0.63%	29,089.58	0.97%	44,788.71
TIAA-CREF Sm-Cap BI Idx- Institutional	5,427,848	0.15%	8,141.77	0.26%	14,112.40
TIAA-CREF Sm-Cap Eq-Premier	3,869,845	0.63%	24,380.02	1.06%	41,020.36
TIAA-CREF Intl Eq Idx- Institutional	10,745,675	0.08%	8,596.54	0.24%	25,789.62
TIAA-CREF Intl Eq-Premier	5,057,311	0.67%	33,883.98	1.13%	57,147.61
Tier III: Specialty Options					
TIAA-CREF Social Ch Eq-Premier	4,765,779	0.33%	15,727.07	1.00%	47,657.79
TIAA-CREF Real Est Secs-Premier	3,310,573	0.68%	22,511.90	0.91%	30,126.21
"All-in" participant costs			738,058.83		986,824.41

Total annual cost advantage to ISBOE participants of having TIAA-CREF as the plan provider versus median plan provider

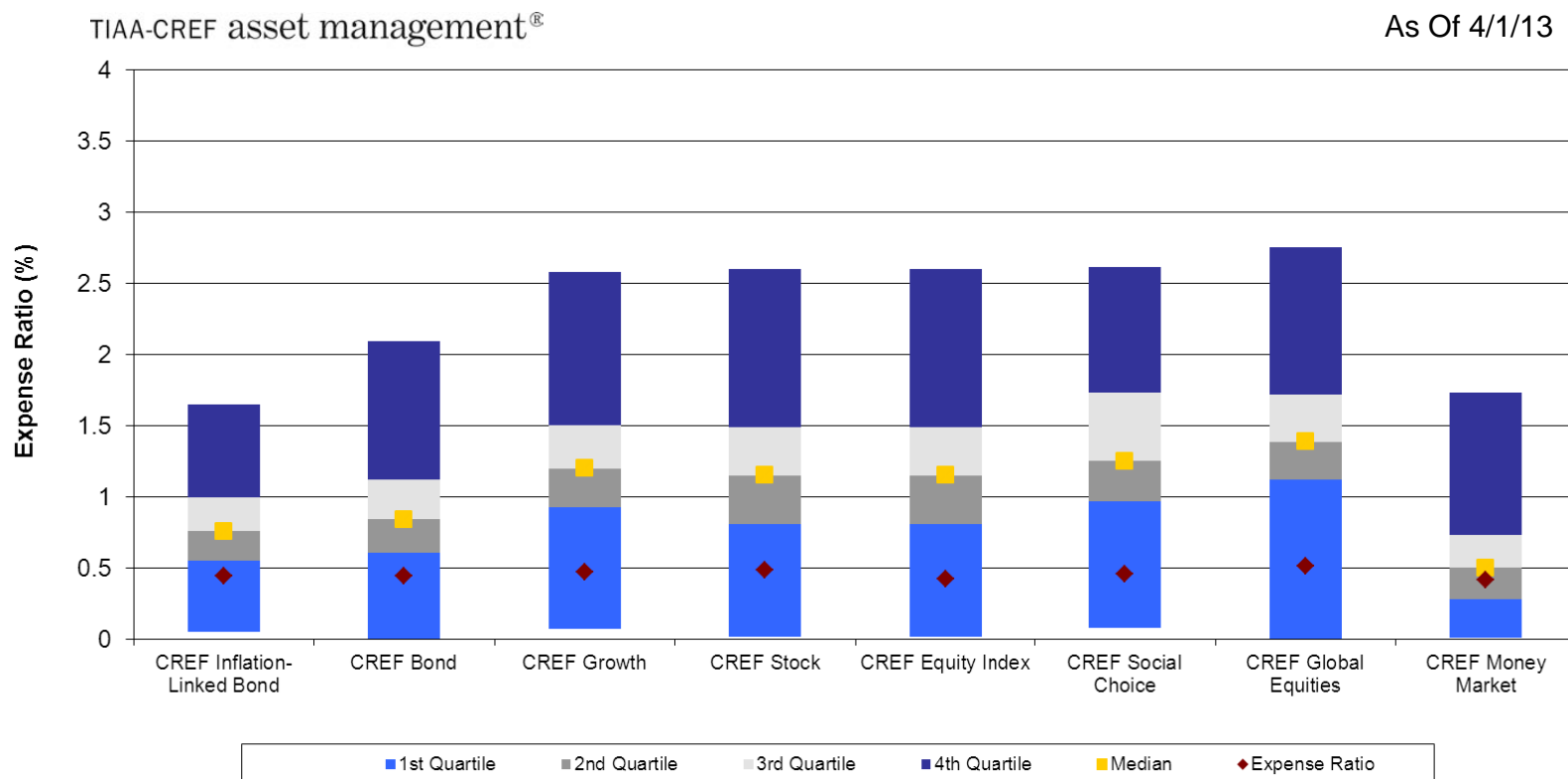
\$248,765.58
25.2%

- * Analysis performed on non-annuity cost only as benchmarks for TIAA annuities not available
- * Assumption is that advantage to ISBOE participant increases further if taking into account TIAA annuities given cost advantages that TIAA annuities have versus alternatives in the market

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BAHR - SECTION I

Morningstar US Open End Mutual Fund Expense Quartiles Vs. TIAA-CREF Variable Annuity Expense Ratios



All TIAA-CREF variable annuities are subject to market and other risk factors.

* Expense ratio information is shown net of any applicable fee waivers as provided in each fund's prospectus. Please note, expense comparisons may mask important differences in performance, portfolio qualities, and access. See footnotes on following page for details regarding expenses for each TIAA-CREF fund.



TIAA-CREF plan services expense offset schedule

Investment Option Category	Plan Services Expense offset (bps)
TIAA Traditional – Fixed Annuity*	15 bps
TIAA Real Estate – Variable Annuity	24 bps
CREF Variable Annuities	24 bps
<u>TIAA-CREF Mutual Funds</u>	
Retirement Share Class	25 bps
Premier Share Class	15 bps
Institutional Share Class	0 bps

*The TIAA Traditional Annuity is not an investment for purposes of federal securities laws; it is a guaranteed insurance contract. Therefore, unlike a variable annuity or mutual fund, the TIAA Traditional Annuity does not include an identifiable expense ratio. Each premium allocated to the TIAA Traditional Annuity buys a definite amount of lifetime income for participants based on the rate schedule in effect at the time the premium is paid. In addition, the TIAA Traditional Annuity provides a guarantee of principal, a guaranteed minimum rate of interest and the potential for additional amounts of interest when declared by TIAA's Board of Trustees. Additional amounts, when declared, remain in effect for the "declaration year" that begins each March 1 for accumulating annuities and January 1 for lifetime payout annuities. Additional amounts are not guaranteed for future years. The TIAA Traditional Annuity has credited additional amounts every year since 1948. Effective March 1, 2012, the recent expense provision in the formula for determining TIAA Traditional Annuity returns has averaged about 55 basis points (.550%) inclusive of administrative and investment expenses. This expense provision is not guaranteed, is subject to change, and is not publicly disclosed.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

BOISE STATE UNIVERSITY

SUBJECT

Amendment to Existing Employment Agreement for Athletic Director Mark Coyle

REFERENCE

December 2011 Board approved five year employment agreement for Mark Coyle, Athletic Director

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In 2011 the Idaho State Board of Education (Board) approved an employment contract with Mark Coyle for the position of Athletic Director. The University is requesting an amendment, with no time extension, to that contract. This amendment clarifies certain elements of Mr. Coyle's contract. The liquidated damages section is currently excessive at more than double his annual salary. In similar University contracts, including those with the head men's basketball and football coaches, the liquidated damages clause is approximately 36% of total annual compensation. This amendment will provide for Mr. Coyle's liquidated damages clause to be equal to 45% of his total compensation for the first year and drops to 23% in 2015.

The major amendments are summarized as follows:

1. Incentive payments shall occur within 45 days of the occurrence of the event rather than in one lump sum in January each year.
2. Adjusts section 5.3.3 so that in the event the athletic director terminates the agreement for convenience, the liquated damages provision is in line with current liquidated damages of other multi-year agreements with the University. Specifically:
 - a. If the agreement is terminated on or before December 31, 2014, the sum of \$150,000;
 - b. If the agreement is terminated between January 1, 2015 and December 31, 2015 inclusive, \$75,000;
 - c. There shall be no liquidated damages if the agreement is terminated after December 31, 2015.

In addition, Section 3.1.3(d) of the employment contract incorporates the prior SBOE approved additional incentive compensation of up to \$50,000 as provided in the December 2011 Agreement. The additional incentive compensation in 3.1.3(d) was agreed to by the University and Coyle as provided in the prior Board approved agreement.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

IMPACT

The additional incentive compensation (not to exceed \$50,000 annually) opportunities already authorized by the Board in the original agreement are as follows:

1. If the collective single semester grade point average for the student-athletes in a given semester is 3.0 or higher, the athletic director shall receive \$7,500 per semester, not to exceed \$15,000 per academic year.
2. If the football team wins or ties for the conference divisional championship, the athletic director shall receive \$7,500.
3. If the football team wins a conference football championship game, the athletic director shall receive \$10,000.
4. If the men's basketball team either reaches 18 regular season wins or reaches postseason play, the athletic director shall receive \$10,000.
5. If the women's soccer team, the women's volleyball team, the women's basketball team, the women's gymnastics team, or the women's softball team reaches postseason play, the athletic director shall receive \$7,500. The maximum payment per year is \$7,500 whether one or all four teams reach postseason competition.

Maximum potential annual compensation (base salary and incentive compensation including Overall Department Athletic Performance, Academic Performance and Football Bowl Game Appearances) is \$451,500.

ATTACHMENTS

Attachment 1 – Proposed Contract 2013-2016
Attachment 2 – Fact Sheet

Page 5
Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Coyle's current contract (approved by the Board at its regular December 2011 meeting) contains a provision entitled "Additional Incentive Compensation" which provides as follows: "After the first year of Mr. Coyle's employment, the President and Mr. Coyle will mutually agree to additional performance criteria and accompanying incentive compensation for the remaining four years of this contract; provided, however, that the total potential additional incentive compensation shall not exceed \$50,000 in any one year" (not including incentive payments for Overall Department Athletic Performance, Academic Performance and Football Bowl Game Appearances).

Pursuant to this contractual provision, the President and Mr. Coyle agreed to additional incentive pay as described under Impact, above (and memorialized in Addendum No. 1 to Employment Agreement dated June 24, 2013). The maximum potential Additional Incentive Compensation under this provision remains \$50,000.

The employment agreement is in substantial conformance with the Board-approved model contract. Staff notes the contract gives the president authority

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

and discretion to approve base salary increases for Mr. Coyle not to exceed 10% without Board approval. If the Board is comfortable delegating this level of authority to presidents, it would be helpful to direct staff to document this discretion in the model contract or Board policy.

The Athletic Committee requested a fact sheet for Mark Coyle listing various information including academic and athletic accomplishments, fundraising efforts, and comparison of compensation to other athletic directors. The fact sheet is included as Attachment 2.

BOARD ACTION

I move to approve the request by Boise State University to amend its employment agreement with Mark Coyle as Athletic Director, for a term commencing September 1, 2013 and expiring on December 31, 2016 with an annual base salary of \$331,500 and such incentive compensation provisions, in substantial conformance with the terms of the contract set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT

This Employment Agreement (this “Agreement”) is entered into by and between Boise State University (the “University”), and Mark Coyle (“Athletic Director”) on the 1st day of ~~December~~ September 20112013.

ARTICLE 1

1.1 Employment. Subject to the terms and conditions of this Agreement, the University shall employ Mark Coyle as the Athletic Director of its intercollegiate athletics program (the “Program”). Athletic Director represents and warrants that he is fully qualified to serve, and is available for employment in this capacity.

1.2 Reporting Relationship. Athletic Director shall report and be responsible directly to the University’s President. Athletic Director shall abide by the instructions of the President and shall confer with the President on all administrative and technical matters.

1.3 Duties. Athletic Director shall manage and supervise the Program and shall perform such other duties in the University’s athletic program as the President may assign and as may be described elsewhere in this Agreement. The University shall have the right, upon written approval by Athletic Director, to reassign Athletic Director to duties at the University other than as Athletic Director, provided that Athletic Director’s compensation and benefits shall not be affected by such reassignment, except that the opportunity to earn supplemental compensation and incentives as provided in section 3.1.3 shall cease.

ARTICLE 2

2.1 Term. This Agreement is for a fixed-term appointment of ~~five (5) three~~ years, ~~four (4) months~~, commencing on ~~January–September~~ 1, ~~2012~~2013 and terminating, without further notice to either party, on December 31, 2016 unless terminated sooner 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 Athletic Director, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University’s Board of Trustees. This Agreement in no way grants to the Athletic Director a claim to tenure in employment, nor shall Athletic Director’s service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Compensation.

3.1.1 In consideration of Athletic Director's services and satisfactory performance of this Agreement, the University shall provide to Athletic Director compensation as set forth herein. Accompanying such compensation shall be:

- a) Athletic Director shall receive such employee benefits as the University provides generally to non-faculty professional staff employees; and
- b) Athletic Director shall receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Athletic Director hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.1.2 Salary: The University shall pay Athletic Director a Base Salary of ~~\$331,500~~25,000 per year of this Agreement. Such salary ~~to be paid entirely -is initially broken down as follows: (a) \$110,000 State appropriated funds, plus (b) \$221,500~~15,000 from athletic department non-state funds from program revenues, Foundation/BAA contributed funds and media contract funds. Additionally, the Base Salary may increase annually (not to exceed 10% annually) at the sole discretion of the President after determination by the President that the annual goals the President sets for the Athletic Director are successfully achieved. Such increases may change the allocation of the salary. ~~Provided, however, that any such increases may also be subject to the approval of the State Board of Education.~~

3.1.3. In addition to the Base Salary, the University shall pay Athletic Director Incentive Compensation as set forth below. Such payments shall be made ~~in one lump sum in January within 45 days of the occurrence the event (or in the case of the grade point average, after all finalized grades are posted) following the year in which where~~ the incentive criteria was met and Athletic Director must remain continuously employed through the payment date to receive such payments.

- (a) For Overall Department Athletic Performance: For the National Association of Directors of Collegiate Athletics (NACDA) Director's Cup National Sports Award final year end rankings:

<u>Department Rank</u>	<u>Incentive Pay</u>
Top 25	\$15,000
Top 40	\$10,000
Top 60	\$5,000

- (b) For Academic Performance: As long as the annual departmental average National Collegiate Athletic Association (“NCAA”) Academic Progress Rate (“APR”) scores meet the following levels, the following applicable incentive payments will be paid by the University:

<u>Department APR Score</u>	<u>Incentive pay</u>
970-979	\$10,000
980-989	\$15,000
990-999	\$20,000
1000	\$25,000

- (c) For Football Bowl Game Appearances: If the University men’s football team plays in an NCAA approved post-season bowl game, the following incentive payments will be made by the University:

Bowl Championship Series (BCS) game <u>(or official name chosen for the successor games for the implementation of the College Playoff System)</u>	\$30,000
Non BCS bowl game <u>(College Playoff System)</u>	\$20,000

- (d) Additional Incentive Compensation

1. If the single semester grade point average for the student-athletes collectively in a given semester is 3.0 or higher, the Athletic Director shall receive \$7,500 per semester, not to exceed \$15,000 per academic year. This payment may be earned for the fall and spring semesters only, summer or intersession times are not considered except when intersession classes are transcribed as part of the fall or spring semester.
2. If the Football team wins or ties for the conference divisional championship, the Athletic Director shall receive \$7,500.
3. If the Football teams wins a conference football championship game, the Athletic Director shall receive \$10,000
4. If the men’s basketball team either reaches 18 regular season wins or reaches postseason play, the Athletic Director shall receive \$10,000.
5. If the women’s soccer team, the women’s volleyball team, the women’s basketball team, the women’s gymnastics team, or the women’s softball team reaches postseason play, the Athletic Director shall receive \$7,500. The maximum payment per year is \$7,500 whether one or all five teams reach postseason competition.

- (e) Each of the above incentives are intended to reward the achievement of each individual occurrence and are cumulative, provided that the cumulative total of payments made pursuant to section 3.1.3(d).1 through 3.1.3(d).5 shall in no event exceed \$50,000 annually.

3.1.4 The University annually shall provide or make arrangements through the athletic department trade-out program one (1) full-size automobile for business and personal use by Athletic Director or members of his immediate family. Athletic Director shall supply gasoline for personal use. All other costs of operating the vehicles shall be paid by the University.

3.1.5 The University shall provide Athletic Director with two country club memberships at all times during the term of this contract.

~~3.1.6 In addition to the Base Salary, the University shall make a one time payment to Athletic Director in the amount of \$75,000 on February 3, 2012.~~

3.2 Media. Agreements requiring the Athletic Director to participate in media programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media products and all parties desiring public appearances by the Athletic Director. Athletic Director agrees to cooperate with the University in order for the programs to be successful and agrees to provide his services to and perform on the programs and to cooperate in their production, broadcasting and telecasting. It is understood that neither Athletic Director nor any assistant department employees shall appear without prior written approval of the President on any competing radio or television program (including but not limited to a 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 President, Athletic Director shall not appear in any commercial endorsements.

3.2.1 Athletic Director agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Athletic Director, during official practices and games and during times when Athletic Director or any part of the Program is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University.

3.3 Longevity/Stay Incentive. In addition to the Base Salary, the University will pay to Athletic Director a one-time longevity/stay incentive in the sum of \$125,000 if Athletic Director stays continuously employed by the University until December 31, 2016 without being in material breach. Such payment will be made on January 20, 2017.

3.4 All payments provided for in this Agreement shall be paid through the University's normal bi-weekly payroll with the applicable withholdings as required by law and applicable deductions as directed by Athletic Director.

ARTICLE 4

4.1 Athletic Director's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Athletic Director, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1 Devote Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement and effectively manage the Athletic Department while performing the duties and responsibilities customarily associated with the position of an athletic director at a Division 1-~~AFBS level~~ university.;

4.1.2 Develop and implement programs and procedures with respect to the evaluations of all Program sport participants to 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 University and encourage all Program participants to perform to their highest academic potential and to graduate in a timely manner;

4.1.4 Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that the Department's employees know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the President and to the Department's Director of NCAA Compliance if Athletic Director has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Athletic Director shall cooperate fully with the University and the Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member;

4.1.5. Supervise and manage the athletic department to insure, to the maximum extent possible, that all staff follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times;

4.1.6 Manage departmental fiscal areas consistent with State Board of Education policies and the policies of the University; and,

4.1.7 Take reasonable steps to maintain student athlete graduations within six (6) years at a rate equal to or better than the general University student body.

4.2 Outside Activities. Athletic Director shall not undertake any business, professional or personal activities, or pursuits that would prevent Athletic Director from devoting Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement, that would otherwise detract from those duties in any manner, or that in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Athletic Director may, with the prior written approval of the President, enter into separate arrangements for outside activities and endorsements which are consistent with Athletic Director's obligations under this Agreement.

Athletic Director may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President.

4.3 NCAA Rules. In accordance with NCAA rules, Athletic Director shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall 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 Athletic Director accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Athletic Director shall have the responsibility and sole authority to recommend to the President the hiring and termination of Program personnel, but the decision to hire or terminate shall be made by the President and shall, when necessary or appropriate be subject to the approval of President and the University's Board of Trustees.

4.5 Scheduling. Athletic Director shall make decisions with respect to the scheduling of competitions for sports in the Program.

4.6 Other Athletic Director Opportunities. Athletic Director shall not, under any circumstances, interview for, negotiate for, or accept employment as an Athletic Director at any other institution of higher education requiring performance of duties prior to the expiration of this Agreement without the prior approval of the President. Such approval shall not unreasonably be withheld and shall not be considered a waiver of the Athletic Director's obligations hereunder, including but not limited to the notice, payment and other obligations of sections 5.3.2 and 5.3.3. The provisions of section 4.6 shall not apply if the University President currently serving at the time of the execution of this Agreement, Dr. Robert Kustra, ceases employment as the University President for any reason whatsoever during the term of this Agreement or has announced that his employment will cease.

ARTICLE 5

5.1 Termination of Athletic Director for Cause. The University may, with good and adequate cause, as those terms are defined in applicable policies, rules and regulations,: suspend Athletic Director from some or all of Athletic Director's duties, temporarily or permanently, and with or without pay; reassign Athletic Director to other duties; or terminate this Agreement at any time.

5.1.1 In addition to the definitions contained in applicable policies, rules and regulations, University and Athletic Director 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 Athletic Director's duties under this agreement or the refusal or unwillingness of Athletic Director to perform such duties in good faith and to the best of Athletic Director's abilities;
- b) The failure of Athletic Director to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Athletic Director of any applicable law or the policies, rules or regulations of the University, the University's governing board, its conferences or the NCAA, including but not limited to any such violation by Athletic Director which may have occurred during the employment of Athletic Director at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Athletic Director from duty without the University's consent;
- e) Any conduct of Athletic Director that constitutes moral turpitude or that would, in reasonable judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Athletic Director to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Athletic Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Athletic Director to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of the Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, its conferences, or the NCAA, by one of the Athletic Director's employees for whom

Athletic Director is administratively responsible, or a member of any team in the Program if Athletic Director knew or reasonably should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the President or his designee (to be designated in writing) shall provide Athletic Director with written notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Athletic Director shall then have a reasonable opportunity to respond. After Athletic Director responds or fails to respond, University shall notify, in writing, Athletic Director whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Athletic Director, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, prerequisites, or income resulting from outside activities or from any other sources. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the time of termination for good and adequate cause shall still be paid to Athletic Director by the University.

5.1.4 If found in violation of NCAA regulations, Athletic Director shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Athletic Director was employed.

5.2 Termination of Athletic Director 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 Athletic Director.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Athletic Director, as liquidated damages and not a penalty, only the remaining, unpaid Base Salary (plus any increases) set forth in section 3.1.2 and the payment provided for in section 3.3, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends— or until Athletic Director obtains reasonably comparable employment, whichever occurs first. Provided, however, in the event Athletic Director 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 Athletic Director 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 3.1.2 (before deductions required by law) by the gross compensation

paid to Athletic Director under the other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Athletic Director will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Athletic Director obtains employment or any other employment providing Athletic Director with a reasonably comparable health plan and group life insurance, whichever occurs first. Athletic Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Athletic Director specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of 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. Athletic Director agrees not to accept employment for compensation at less than the fair value of Athletic Director's services, as determined by all circumstances existing at the time of employment. Athletic Director further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel, or had the opportunity to do so, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Athletic Director may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Athletic Director shall constitute adequate and reasonable compensation to Athletic Director for the damages and injury suffered by Athletic Director because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Athletic Director for Convenience.

5.3.1 The Athletic Director recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Athletic Director also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Athletic Director, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University. If the Athletic Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. However, any amounts due or earned (whether monetary or other benefits) by Athletic Director as of the date of termination shall still be paid to Athletic Director by the University.

5.3.3 If the Athletic Director terminates this Agreement for his convenience he 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 December 31, 2014, the sum of ~~Seven Hundred Thousand~~One Hundred Fifty Thousand Dollars (~~\$700~~150,000); (b) if the Agreement is terminated between January 1, 2015 and December 31, 2015 inclusive, the sum of ~~Three Hundred Fifty~~Seventy Five Thousand Dollars (~~\$350~~75,000); and (c) there shall be no liquidated damages if the Agreement is terminated anytime after December 31, 2015. 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 percent (8%) per annum until paid. Provided, however, that if the University President currently serving at the time of the execution of this Agreement, Dr. Robert Kustra, ceases employment as the University President for any reason whatsoever during the term of this Agreement or has announced that his employment will cease, then the liquidated damages provisions of this section 5.3.3 shall be no longer applicable and there shall be no liquidated damages for a termination by Athletic Director for convenience.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations, or had the opportunity to do so, 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 Athletic Director, in addition to potentially increased compensation costs if Athletic Director 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 Athletic Director 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 Athletic Director. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Athletic Director terminates this Agreement because of a material breach by the University.

5.3.5 If Athletic Director terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all compensation and other payments not earned by him as of the time of termination.

5.4 Termination due to Disability or Death of Athletic Director.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Athletic Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of Athletic Director, or dies.

5.4.2 If this Agreement is terminated because of Athletic Director's death, Athletic Director's salary and all other benefits shall terminate as of the last day worked, except that the Athletic Director's personal representative or other designated beneficiary shall be paid all compensation earned and due 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 Athletic Director's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Athletic Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head Athletic Director, all salary and other benefits shall terminate, except that the Athletic Director shall be entitled to receive any compensation due (including any payments due under the supplemental pay of section 4 of the attached addendum) or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Athletic Director. In the event of termination, suspension, or reassignment, Athletic Director agrees that Athletic Director will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. Other than what Athletic Director is or shall be entitled to under this Agreement, the University shall not be liable to Athletic Director for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Athletic Director, regardless of the circumstances.

5.7 Waiver of Rights. Because the Athletic Director is receiving a multi-year contract and the opportunity to receive incentive compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Athletic Director, or terminates this Agreement for good or adequate cause or for convenience, Athletic Director shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide by the State Board of Education and its Governing Policies and Procedures Manual, and the University Policy Manual.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by 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; and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and the University's rules and policies regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the trade-out 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 Athletic Director by the University or developed by Athletic Director on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Athletic Director's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the

expiration of the term of this agreement or its earlier termination as provided herein, Athletic Director shall immediately cause any such personal property, materials, and articles of information in Athletic Director's possession or control to be delivered to the President.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without 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 Ada County 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 therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (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 Athletic Director hereby consents and agrees that this document may be released and made available to the public after it is signed by the Athletic Director. The Athletic Director further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 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:	President
	Boise State University

1910 University Drive
Boise, Idaho 83725

with a copy to: General Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725

the Athletic Director: Mark Coyle
Last known address on file with
University's Human Resource Services

with a copy to: Gregg E. Thornton
Ward, Hocker & Thornton, PLLC
333 West Vine Street, Suite 1100
Lexington, Kentucky 40507

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 Athletic Director shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 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, including the Employment Agreement dated and effective December 1, 2011 and the Addendum No. 1 to Employment Agreement dated June 24, 2013, 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 Athletic Director acknowledges that he has had the opportunity to consult with 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

ATHLETIC DIRECTOR

Robert Kustra, President

Date

Mark Coyle

Date

Approved by the Board of Trustees on the ____ day of ~~December~~August, 20134.

Athletic Director - Fact Sheet

Academics

- Academic Progress Rate (APR) highlights:
 - All-time high for single-year All Department APR (986) and All Department Multi-Year APR (977)
 - New record high team “Multi-Year” APR for eight teams: football (993), men’s indoor and outdoor track (985), men’s wrestling (950), women’s golf (992), softball (963), soccer (986), swimming and diving (991)
 - “Perfect 1,000 APR” for the 2011-2012 single reporting year for 10 teams: men’s cross-country, men’s tennis, wrestling, women’s basketball, women’s cross-country, women’s golf, softball, soccer, women’s tennis, volleyball
- The football team posted the second-highest APR in the country among Football Bowl Subdivision schools. The football team was honored with a Public Recognition Award from the NCAA for having its multi-year score rank in the top 10 percent of FBS schools for the third consecutive year.
- All-Department grade point average (GPA) accomplishments:
 - Cumulative Fall 2012: 3.08 GPA
 - 69% of all student-athletes earned a 3.0+ GPA (Spring 2012)
- 321 All-Academic Conference honors
- Three Academic All-American awards (football, wrestling, and swimming and diving)
- Three Academic All-District awards (two football and one swimming and diving)
- More than 130 student-athletes received their degrees
- Student-athletes completed more than 2,600 hours of community service

Sports

- One bowl win (football)
- Four conference champions (men’s tennis; swimming and diving; football; gymnastics)
- Men’s basketball first time NCAA at-large bid
- 21 teams competed in post-season appearances
- 10 different teams ranked in the top 50 nationally
- NCAA National Champion (Kurt Felix, Men’s Outdoor Track and Field – Decathlon)
- National Athlete of the Year (Amy Glass, Gymnastics)
- 11 League Athletes of the Year
- Three League Freshman of the Year
- 20 All-America Awards
- 43 League Champions
- 223 All-Conference Honors
- One Regional Coach of the Year (Greg Patton - Men’s Tennis)
- Four League Coach of the Year (Kristin Hill- Swimming & Diving; Greg Patton- Men’s Tennis; Tina Bird and Neil Resnick - Gymnastics)

Compliance

- Added an additional position in the Compliance Office.
- Augmented and strengthened the Drug Testing Policy

Ticketing

- Football records: season ticket sales, average home game attendance and Stueckle Sky Center sold out for the first-time ever
- Men's Basketball: increased home game attendance, average season student attendance, and single game student attendance
- Scheduling:
 - Football: home and home contests with Florida State, Oklahoma State, University of Connecticut
 - Basketball: University of Kentucky
- Highest recorded Olympic sports pass sales
- Soccer reported the third highest attendance in nine year span
- Softball record for average home game attendance

Fundraising

- Restructured the fundraising efforts in the Bronco Athletic Association
- Hired a new Associate Athletic Director for Fundraising
- Implemented the Priority Point System
- Developed a new benefits structure for all philanthropic giving
- Secured a \$1,000,000 gift for the football facility
- Procured a gift to cover all expenses to renovate the intramural practice field
- Oversaw the creation of the new football center, which will also result in upgrading office space for the majority of the rest of the sports

Mountain West Comparisons – Contract Length and Salaries			
Coach	School	Salary	Contract Length
Hans Mueh	Air Force	165,300	Unknown
Tom Burman	Wyoming	236,004	4
Jack Graham	Colorado State	260,000	5
Thomas Boeh	Fresno State	262,789	Unknown
Cary Groth	Nevada	284,206	3
Ben Jay	Hawaii	293,000	5
Jim Sterk	San Diego State	295,000	5
Gene Bleymaier	San Jose State	313,092	5
Mark Coyle*	Boise State	331,500	5 Total: 3 yrs, 4 months remaining
Vacant	Nevada-Las Vegas	350,000 (prior)	3 (prior)
Scott Barnes	Utah State	350,108	Unknown
Paul Krebs	New Mexico	408,391	5
<i>*proposed new terms for Mark Coyle, subject to SBOE approval</i>			
Regional PAC 12 – Contract Length and Salaries			
Coach	School	Salary	Contract Length
Chris Hill	University of Utah	450,000	Unknown
Bill Moos	Washington State	455,000	7
Rob Mullens	University of Oregon	500,000	5
Bob De Carolis	Oregon State	562,376	5

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

BOISE STATE UNIVERSITY

SUBJECT

Contract for Head Track and Cross Country Coach

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) is requesting approval of a contract for a new men's and women's head track and field coach. The term of the proposed agreement is two years and 10 months.

IMPACT

The base salary is \$75,000 for year one (prorated for the period of September 1, 2013 to June 30, 2014), \$78,750 for year two (FY15), and \$82,688 in year three (FY16). Incentives are as follows:

Championship incentive pay:

Conference championship (up to three times)	\$3,000
National championship (one time only)	\$10,000

National Rank incentive pay (only one of the following per academic year paid once based upon the highest ranking achieved in all 6 sports):

Top 5 national ranking at end of season (one time only)	\$5,000
Top 10 national ranking at end of season (one time only)	\$3,000
Top 15 national ranking at end of season (one time only)	\$2,500
Top 20 national ranking at end of season (one time only)	\$2,000
Top 25 national ranking at end of season (one time only)	\$1,000

Other incentive pay:

Qualify Team for NCAA first round:	\$500 per sport
Qualify team for NCAA nationals:	\$1,000 per sport
NCAA individual champion	\$1,500 per champion
Conference individual champion	\$500 per champion
NCAA individual scorer [2-8 Finish]	\$500
Conference coach of the year	\$2,000
NCAA regional coach of the year	\$1,500
NCAA national coach of the year	\$2,500

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Academic incentive pay may be earned by coach for each of the six sports encompassing the University's intercollegiate track and field team (women's cross country, men's cross country, women's indoor track and field, men's indoor track and field, women's outdoor track and field, men's outdoor track and field). As such, coach may annually qualify for a maximum of six academic incentive payments as follows:

National APR score for each sport:

50 – 59.9 percent	=	\$500
60 – 69.9 percent	=	\$550
70 – 79.9 percent	=	\$600
80 percent or more	=	\$650

In the event the coach terminates the agreement for convenience, the following liquidated damages shall be due:

- If agreement is terminated on or before June 30, 2014, the sum of \$20,000;
- If the agreement is terminated between June 30, 2014 and June 30, 2015, the sum of \$10,000.

Total first year potential annual compensation (including base salary, supplemental compensation and signing bonus) is \$106,900 (using an estimated number of one NCAA and conference individual champion, one NCAA individual scorer, and all six sports achieving the highest APR score).

Mr. Ihmels is also eligible to receive other supplemental compensation through University operated summer camps.

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 5
Attachment 2 – Proposed Addendum 1	Page 19
Attachment 3 – Redline from Model	Page 23
Attachment 4 – Matrix	Page 37

STAFF COMMENTS AND RECOMMENDATIONS

The academic achievement incentive is a maximum of \$650 per team sport, so the coach could qualify annually for up to six academic payments for a maximum of \$3,900 which is more than the supplemental compensation for a conference championship.

Board policy on liquidated damages is that all multi-year 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.” The Board will need to make a

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

determination as to whether the liquidated damages in the contract meet this policy threshold.

The contract includes a new clause which provides that "In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period." This addresses an issue that has been raised by several athletics directors recently regarding coaches not recording leave taken and then requiring a large pay-out upon termination.

The proposed contract conforms with the Board-approved model contract with the exception of BSU's use of an addendum for compensation terms.

BOARD ACTION

I move to approve the request by Boise State University to enter into an employment contract with Corey Ihmels as head track and cross country coach, for a term commencing September 1, 2013 and expiring on June 30, 2016 with an annual base salary of \$75,000 and such base salary increases and supplemental compensation provisions, in substantial conformance with the terms of the contract set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this _____ day of _____, 2013 ("Effective Date") by and between Boise State University ("University") and Corey Ihmels ("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 track and field team (the "Position"). 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 (the "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 (the "President").

1.3. Duties. Coach shall manage and supervise the University's intercollegiate track and field team (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 and any addenda hereto. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement shall commence on September 1, 2013 and terminate, without further notice to Coach, on June 30, 2016 (the "Term"), 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) A salary in the amount set forth in the attached Addendum, payable in biweekly installments in accordance with normal University procedures (except as provided in the Addendum), 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 calculated on the "base salary" 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 (the "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. University may provide supplemental compensation, as set forth in the attached Addendum.

3.2.1 Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation 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.

3.2.2 The Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring the Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and

telecasting. It is understood that neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, 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's designated media outlets.

3.2.3 Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.4 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. In order to avoid entering into an agreement with a competitor of any University selected vendors, 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 National Collegiate Athletic Association (the "NCAA") rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, 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 and paid from the University to Coach, 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 of which the University is a member (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 University's Associate Athletic 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 applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

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 Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. 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. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

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's 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 set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein without first giving ten (10) days prior written notice to the Director.

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, regulations, and policies.

5.1.1 In addition to the definitions contained in applicable rules and policies, 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 thirty (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 National Association of Intercollegiate Athletics ("NAIA") member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the

University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the 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 by ordinary supervision of the violation and could have prevented it by such 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 Director's 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 to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University

until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such 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 the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable 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 (10) business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market 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 by University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, 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 Coach's 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.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that Coach's 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 Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2 The Coach, may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

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 convenience Coach 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 June 30, 2014, the sum of \$20,000.00; (b) if the Agreement is terminated between July 1, 2014 and June 30, 2015 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 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, Coach shall forfeit to the extent permitted by law Coach's 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 hereunder.

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 Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of suspension, reassignment or termination, 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 provided for in the State Board of Education and Board or Regents of the University of Idaho Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and the University Policies or Faculty-Staff Handbook.

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 or policies regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 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 state district court in Ada County, Boise, 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 therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Non-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 Coach 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: Boise State University
 Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: Boise State University
 Office of the President
 1910 University Drive
 Boise, Idaho 83725-1000

the Coach: Corey Ihmels
 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 whoever 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 Coach's 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, and the attached Addendum, constitute the entire agreement between 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 Coach 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.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY

COACH

Dr. Robert Kustra, President

Corey Ihmels
Head Track & Field Coach

Approved by the Board on the ____ day of _____, 2013.

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**Addendum to Employment Agreement between
Boise State University and Corey Ihmels**

This Addendum (the "Addendum") to the Employment Agreement (the "Agreement") dated _____, 2013, by and between Boise State University (the "University") and Corey Ihmels ("Coach"), is entered into this _____ day of _____, 2013 ("Effective Date").

NOW THEREFORE, in consideration of the foregoing, and for good and valuable consideration, the parties make the following additions to the Agreement.

1. NCAA Compliance. Coach shall have a strong working knowledge and understanding of all National Collegiate Athletic Association (the "NCAA") Rules and Regulations ("NCAA Rules") regarding compliance issues. Per NCAA policy, Coach must annually pass the NCAA Coaches Certification Test before contacting any prospects off-campus.
2. NCAA Violations. In the event Coach or Coach's Team (as that term is defined in Section 1.3 of the Agreement) is found in violation of NCAA Rules, Coach shall be subject to disciplinary or corrective action up to and including as provided for in Section 5.1 of the Agreement.
3. University Name/Logo. Coach shall not use, directly or by implication, the University name or logo in the endorsement of commercial products or services for personal gain without obtaining prior written approval from the Director of Athletics (the "Director") and the University President (the "President").
4. Additional Rules and Regulations. Coach shall be subject to the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, University policies, the rules of the conference of which the University is a member, and the NCAA Rules as they now exist, and as they may be amended from time-to-time during the term of Coach's employment. Material violation of any of the above rules shall constitute cause for which the University may in its discretion institute discipline up to and including termination of employment as provided in Section 5.1 of the Agreement.
5. Specific Duties of Coach. In addition to the duties outlined in the Agreement, Coach is expected to devote full-time to recruitment and coaching duties as appropriate. Coach will work with and address the media, attend all staff meetings, public relations functions, dinners, awards banquets, and will make appearances as directed by the Director.
6. Compensation. University shall provide to Coach an annualized salary of \$75,000 pro-rated for the period of September 1, 2013 to June 30, 2014, \$78,750 the second year and

\$82,688 the third year of the contract. The annual salary for this position includes compensation to employee in lieu of a courtesy vehicle.

7. Signing Bonus. University shall pay to Coach a signing bonus in the amount of \$15,000 to be paid in equal installments on each pay day between September 1, 2013 through March 15, 2014, while coach is still employed by University.
8. Retention Bonuses. University shall provide to Coach an annual retention bonus in the amount of \$15,000 to be paid in equal installments beginning the first pay day in August through the last pay day in December in years 2014 and 2015 while coach is still employed by University.
9. Athletic Incentive Pay. Coach may qualify for Athletic Incentive Pay as follows:

Championship incentive pay:

Conference Championship (up to three per academic year)	\$3,000
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National Championship (one time only per academic year)	\$10,000
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National ranking pay (only one of the following per academic year paid once based upon the highest ranking achieved in all 6 sports):

Top 5 National Ranking at end of season	\$5,000
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Top 10 National Ranking at end of season	\$3,000
--	---------

Top 15 National Ranking at end of season	\$2,500
--	---------

Top 20 National Ranking at end of season	\$2,000
--	---------

Top 25 National Ranking at end of season	\$1,000
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Other incentive pay:

Qualify Team (5 or more men OR women) for NCAA First Round (per sport)	\$500
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Qualify Team (5 or more men OR women) for NCAA Nationals (per sport)	\$1,000
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NCAA Individual Champion (per champion)	\$1,500
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Individual Conference Champion	\$500
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(per champion)

NCAA Individual Scorer [2 - 8 Finish]	\$500
Conference Coach of the Year	\$2,000
NCAA Regional Coach of the Year	\$1,500
NCAA National Coach of the Year	\$2,500

If Coach qualifies for Athletic Incentive Pay, University will pay Coach within 45 days of the event or award giving rise to the Incentive Pay, if Coach is still employed by University on that date.

10. Academic Incentive Pay. Coach may qualify for separate Academic Incentive Pay in each of the six (6) sports encompassing the Team (Women's Cross Country, Men's Cross Country, Women's Indoor Track and Field, Men's Indoor Track and Field, and Women's Outdoor Track and Field, and Men's Outdoor Track and Field) if the annual Academic Progress Rate ("APR") for a sport meets the following levels in the National Ranking:

National Rank within Sport

50 th -59.9%	=	\$500
60 th - 69.9 %	=	\$550
70 th – 79.9 %	=	\$600
80 th % or above	=	\$650

For the purposes of clarification and for the avoidance of doubt, Coach may be eligible for up to six (6) separate annual Academic Incentive Payments per academic year. If Coach qualifies for Academic Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.

11. Effect on Agreement. No other terms or conditions of the Agreement shall be negated or changed as a result of this Addendum.
12. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto agree to the terms and conditions of this Addendum and have executed this Addendum freely and agree to be bound hereby as of the Effective Date.

Signed:

Dr. Robert Kustra
President

Corey Ihmels
Head Coach - Track & Field

Approved by the Board on the ____ day of _____, 2013.

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this _____ day of _____, 2013 ("Effective Date") by and between Boise State University ("University") and Corey Ihmels ("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 track and field team (the "Position"). 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 (the "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 (the "President").

1.3. Duties. Coach shall manage and supervise the University's intercollegiate track and field team (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 (College) shall have the right, at and any time, to reassign~~ addenda hereto. Coach ~~shall, to duties at the University (College) other than as head coach~~ best 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 ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement ~~is for a fixed term appointment of _____ (____) years, commencing~~ shall commence on September 1, 2013 and ~~terminating~~ terminate, without further notice to Coach, on June 30, 2016 (the "Term"), 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 \$_____ per year in the amount set forth in the attached Addendum, payable in biweekly installments in accordance with normal University procedures (except as provided in the Addendum), 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 calculated on the "base salary" 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 (the "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. University may provide supplemental compensation, as set forth in the attached Addendum.

3.2.1 Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation 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.

3.2.5 The Coach shall receive the sum of (amount or computation) 3.2.2 The Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination

thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "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 hisCoach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide hisCoach's services to and performappear on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coachescoach 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's designated media outlets.

3.2.3 Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University 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) _____.

3.2.4 Coach

~~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 (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). In order to avoid entering into an agreement with a competitor of any University selected vendors, 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 National Collegiate Athletic Association (the "NCAA (or NAIA)") rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, 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 and paid from the University to Coach, 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 of which the University is a member (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 University's Associate Athletic 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 applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

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 (or NAIA) Rules-Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. 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. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities;

(c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

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's 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 set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein without first giving ten (10) days prior written notice to the Director.

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 ~~-,~~ and policies.

5.1.1 In addition to the definitions contained in applicable rules and regulationspolicies, 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 thirty (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 National Association of Intercollegiate Athletics ("NAIA") member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the 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 by ordinary supervision of the violation and could have prevented it by such 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 Director's 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 to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends; or until Coach obtains reasonably comparable employment, whichever occurs first, 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 the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue ~~his~~the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable 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 (10) business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market 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 Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, 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 Coach's 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.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that Coach's 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 Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the

impact on the program.

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 ~~his~~ convenience Coach 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 June 30, 2014, the sum of \$20,000.00; (b) if the Agreement is terminated between July 1, 2014 and June 30, 2015 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 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, Coach shall forfeit to the extent permitted by law Coach's 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 hereunder.

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 Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of suspension, reassignment or termination, 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 provided for in the State Board of Education and Board of Regents of the University of Idaho Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and the University Policies or Faculty-Staff Handbook.

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 or policies regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by

Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 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 state district court in Ada County, Boise, 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 therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Non-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 Coach 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: Boise State University
 Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: Boise State University
 Office of the President
 1910 University Drive
 Boise, Idaho 83725-1000

the Coach: Corey Ihmels
 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 whoever 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 Coach's 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, and the attached Addendum, constitute~~ the entire agreement ~~between~~ 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 Coach 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.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY

COACH

Dr. Robert Kustra, President

Corey Ihmels
Head Track & Field Coach

Approved by the Board on the ____ day of _____, 2013.

Corey Ihmels, Boise State University, Head Track and Field Coach – 2013 – Multi-Year Contract

	Model Contract Section	Contract Section	Justification for Modification
3.2	Supplemental Compensation	3.2 Supplemental Compensation; language added	Language added regarding specific supplemental compensation information to be provided in the attached Addenda.
3.2.1, 3.2.2, 3.2.3, 3.2.4	Supplemental Compensation	3.2 Supplemental Compensation; language deleted	Language deleted, as specific supplemental compensation information is provided in attached Addenda.
3.2.5	Supplemental Compensation	3.2.2 Supplemental Compensation; language deleted	Deleted language specific to Coach's right to receive payments for participation in media programs and public appearances.
3.2.6	Supplemental Compensation; Summer Camp Operated by University	3.2.3 Supplemental Compensation; summer camp; language deleted	Deleted language regarding summer camp operated by coach.
3.2.7	Supplemental Compensation	3.2.4 Supplemental Compensation; language deleted	Deleted unnecessary language regarding athletic footwear, apparel and equipment contracts.
4.3	Outside Income	4.3 Outside Income; added language	Added a list of sources of outside income that must receive prior approval by the President and the Athletic Director.
4.7	Other Coaching Opportunities	4.6 Other Coaching Opportunities; added language	Added language providing that Coach cannot pursue other employment without prior notice.
5.2	Termination of Coach for Convenience of University	5.2.4 Termination of Coach for Convenience of University; added language	Added language requiring Coach to use all accumulated annual leave

Corey Ihmels, Boise State University, Head Track and Field Coach – 2013 – Multi-Year Contract

			prior to the end of the contract year, if the Coach's contract is non-renewed or terminated.
5.3	Termination by Coach for Convenience	5.3.2 Termination by Coach for Convenience; added language	Added language requiring any termination of convenience by Coach to occur outside the team's season and post-season competition.
6.15	Entire Agreement; Amendments	6.15 Entire Agreement; Amendments; added language	Added language clarifying that the attached Addendum is also a part of the entire agreement between the parties.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Women's Basketball Team Head Coach

REFERENCE

June 2009	Board approved new multi-year employment contract for Jon Newlee, Head Women's Basketball Coach
August 2010	Board approved contract extension through March 26, 2015

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1.

DISCUSSION

The University of Idaho (UI) requests Regents' approval to extend the employment of the Women's Basketball Team Head Coach through June 30, 2016 (a total term of 3 years from the date of extension) with some modifications to add a rolling extension term for each year the coach has at least 15 wins or advances to the NCAA Tournament, modifying terms of the Net Game Guarantee payment, and modifying terms for termination by the Coach. Attachment 1 to these materials shows the specific substantive changes in terms from the current contract. Other non-substantive changes have been made to improve clarity and for consistency with the Model Coach Contract – Multi Year.

The University submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary terms of the agreement are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 3.

Attachment 4 sets out the accomplishments of Coach Newlee in support of the addition of a rolling term provision.

IMPACT

The annual base salary is as follows:

- 2013-14 \$92,483.20
- 2014-15 \$96,182.53
- 2015-16 \$100,029.83

The salary increases are expressly contingent upon the following: (1) academic achievement and behavior of team members, as described in Paragraph 3.2.4 of the agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Athletic Director; (3) compliance with the University's financial stewardship policies as set forth in the University's

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Administrative Procedures Manual Chapter 25; and (4) approval by the president, in the president's sole discretion.

Annual media payments are \$18,000.00.

Coach is entitled to receive the following incentive/supplemental compensation:

1. Conference champions or co-champion or team becomes eligible for the NCAA tournament – \$7,114 (1/13th of annual salary)
2. Team ranked in the top 25 in any published national final poll – \$7,114 (1/13th of annual salary)
3. Conference Coach of the Year = \$2,000
4. Academic achievement and behavior of team based on APR national rank exceeding 960 - \$1,500
5. Team Victories
 - a. \$3,000 for 14 victories
 - b. Additional \$3,000 for 17 or more victories
 - c. Additional \$3,000 for 20 or more victories
6. Team progresses to the Round of 16 in the NCAA tournament - \$5,000
7. Team receives an invitation to participate and plays in the post season WNIT - \$3,500
8. Team receives an invitation to participate and plays in the WBI - \$1,000
9. Gate Receipts – 25% of gate receipts in excess of \$15,000
10. Away Game Guarantee (non-conference) – The amount by which the game guaranty revenue paid to the University for all non-conference opponents paying a game guaranty exceeds the sum of \$10,000 plus any game guarantees (including travel, hotel or other support) provided by the University to an opponent.

Maximum potential annual compensation (base salary, media payment and estimated maximum potential incentive) is as follows:

- | | |
|-----------|--------------|
| • 2013-14 | \$146,711.38 |
| • 2014-15 | \$150,979.84 |
| • 2015-16 | \$155,419.03 |

Coach may participate in youth basketball camps as follows:

- Remaining income from any University operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR
- In the event the University elects not to operate a camp, coach may do so within Board guidelines for such camps.

ATTACHMENTS

Attachment 1 – Employment Contract – clean	Page 5
Attachment 2 – Employment Contract – redline	Page 21
Attachment 3 – Coach Newlee accomplishment summary	Page 39

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

The proposed incentive pay for academic achievement is the second to the lowest in dollar amount of all the incentive/supplemental compensation opportunities.

In the event the coach terminates the agreement for convenience, the following liquidated damages shall be due:

- If the agreement is terminated with more than two years on the contract, the sum of \$75,000;
- If the agreement is terminated with more than one year and less than two, the sum of \$50,000.

UI is proposing giving the president authority and discretion to approve an annual 4% base salary increase for Mr. Newlee without Board approval. If the Board is comfortable delegating this level of authority to presidents, it would be helpful to direct staff to document this discretion in the model contract or Board policy.

UI requests approval of a three-year year contract with a contingent rolling extension provision. Board policy provides as follows:

"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 three (3) years ... 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."

The Board will need to make a determination as to whether UI has met its burden of proof demonstrating extraordinary circumstances.

The proposed employment agreement is in substantial compliance with the Board-approved model contract.

BOARD ACTION

I move to approve the request by University of Idaho of a three (3) year employment contract with Jon Newlee as Women's Basketball Team Head Coach for a term extending through June 30, 2016, with a provision for rolling one year extensions, and an annual base salary of \$92,483.20 and such base salary increases and supplemental compensation provisions, in substantial conformance to the form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Jon Newlee (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 basketball 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 3.2.12 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 3 years commencing on date of the last signature hereto, and terminating, without further notice to Coach, on June 30, 2016, unless extended (in section 2.3 only) or 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 Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

2.3 Extensions to Initial Term. The term of this Agreement will be automatically extended by one (1) additional year commencing on July 1, and concluding

on June 30, for each season in which the Team earns at least fifteen (15) wins versus Division I classified institutions or advances to the NCAA Tournament.

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 \$92,483.20 per year payable in biweekly installments in accordance with normal University procedures, such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- 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 or becomes eligible for the NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship or NCAA tournament eligibility are 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 is ranked in the top 25 in any published national final poll of intercollegiate women's basketball teams and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$2,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 960, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$1,500. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 The Coach shall receive the sum of \$18,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first regular season women's basketball game, and one-half shall be paid no later than two weeks after the last regular season women's basketball game or post season game, whichever occurs later. Coach's right to receive the second half of such payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later, and contingent upon Coach's continued employment as of that date. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any 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 that are broadcast on radio or television and that conflict with those broadcast on the University's designated media outlets.

3.2.6 If Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$3,000 for 14 victories; an additional \$3,000 for 17 victories; and an additional \$3,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year gate receipts for women's basketball exceed \$15,000, and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 25% of the gate receipts that exceed \$15,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team progresses to the Round of 16 in the NCAA tournament the Coach shall receive supplemental compensation of \$5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 Each year the Team receives an invitation to participate and plays in the post season WNIT the Coach shall receive supplemental compensation of \$3,500. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.10 Each year the Team receives an invitation to participate and plays in the WBI the Coach shall receive supplemental compensation of \$1,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.11 Non-Conference Basketball Net Game Guarantee:

- a. Each year Coach continues to be employed as University's head coach of its intercollegiate women's basketball team as of the ensuing May 1st following the end of the competitive season, the University shall pay to Coach supplemental compensation equal to a Net Game Guarantee (as defined in paragraph b below). Such supplemental compensation will be paid to Coach prior to the end of the current fiscal year in an appropriate manner as determined by the University.

- b. The Net Game Guarantee will be calculated as follows:
From the gross revenue paid to the University by all non-conference opponents during the regular competitive season, the University will deduct a base amount of \$10,000, and will further deduct any game guarantees (including travel, hotel or other support provided to an opponent) paid out to non-conference opponents during the same regular competitive season. The remaining balance shall be the Game Guarantee paid to the Coach.
- c. Following the 2013-14 season basketball season, Coach shall schedule at least one non-conference game each regular competitive season, in consultation with the Director of Athletics, that will generate net revenue to the University of a minimum of \$10,000. Additional Game Guarantee (Money) Games may be scheduled subject to the following:
 - i. The total number of guarantee games is limited to two unless approved in advance by the Director of Athletics.

3.2.12 Coach agrees that the University has the exclusive right to operate youth basketball 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 youth basketball 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 youth basketball camps, the University shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth basketball camps on the University's campus and using its facilities under the following terms and conditions:

:

- a) The summer youth camp operation reflects positively on the University of Idaho 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 of Idaho personnel, equipment, or facilities without the prior written approval of the Director;

- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho 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 of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities.
- 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 Exhibit A.
- 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 of Idaho 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 of Idaho while engaged in camp activities. The Coach and all other University of Idaho 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 of Idaho 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 of Idaho shall be released from all obligations relating thereto.

3.2.13 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 Nike products 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 his duties and obligations as head women's basketball 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 that 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 that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University 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 B**. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty-Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the women's basketball 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 that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 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 provide a written detailed account of 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. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 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 the President and the University's Board of 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.

4.6 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 be unreasonably 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 that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the 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, including suspension without pay or termination of employment for significant or repetitive violations. 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 pay to Coach, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable 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 the employment, salary, other compensation, health

insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such compensation by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 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 his convenience he 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 with greater than two years on the contract; the sum of \$75,000.00; (b) if the Agreement is terminated with greater than one (1) year and less than two (2) years remaining on the contract; the sum of \$50,000.00; (c) In the event that less than one (1) year remains on the contract, the sum of zero. 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 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing

provision, giving consideration to the fact that the 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 that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 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 he 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 of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 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 therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (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'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
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Jon Newlee
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 Regents.

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

COACH

Don Burnett, Interim President Date

Jon Newlee Date

Approved by the Board of Regents on the ____ day of _____, 2013.

(MODEL ATHLETICS CONTRACT)**EMPLOYMENT AGREEMENT**

This Employment Agreement (Agreement) is entered into by and between
~~the~~ University ~~(College)~~ of Idaho ~~(University)~~, and
~~Jon Newlee~~ (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 basketball 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)~~ 3.2.12 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~()~~ 3 years, commencing on ~~_____~~ date of the last signature hereto, and terminating, without further notice to Coach, on ~~_____~~ June 30, 2016, unless extended (in section 2.3 only) or 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)~~.

2.3 Extensions to Initial Term. The term of this Agreement will be automatically extended by one (1) additional year commencing on July 1, and concluding on June 30, for each season in which the Team earns at least fifteen (15) wins versus Division I classified institutions or advances to the NCAA Tournament.

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 \$~~_____~~92,483.20 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)~~; such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- 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) the NCAA tournament~~ 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)—~~ women's basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~—(amount or computation)—~~ one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship ~~and —(bowl or other post-season)—~~ or NCAA tournament 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 —(any published national rankings, such as final ESPN/USA Today coaches—~~ poll of ~~Division IA football intercollegiate women's basketball~~ teams), and if Coach continues to be employed as University ~~(College)~~'s head ~~—(Sport)—~~ women's basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay Coach supplemental compensation in an amount equal to ~~—(amount or computation)—~~ one-thirteenth (1/13) 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 is named Conference Coach of the Year, and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$2,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation ~~in an amount up to —(amount or computation)— each year~~ based on the academic achievement and behavior of Team members. ~~The determination of whether Coach will~~ If the Team's annual APR exceeds 960, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive ~~such~~ supplemental compensation ~~and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ of \$1,500. 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.~~

3.2.5 The Coach shall receive the sum of ~~(amount or computation)~~ \$18,000 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~~ Each year, one-half of this sum shall be paid prior to the first regular season women's basketball game, and one-half shall be paid no later than two weeks after the last regular season women's basketball game or post season game, whichever occurs later. Coach's right to receive the second half of 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) , and contingent upon Coach's continued employment as of that date. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements ~~which that~~ are broadcast on radio or television and that conflict with those broadcast on the University ~~(College)~~'s designated media outlets.

3.2.6 ~~(SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ If Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$3,000 for 14 victories; an additional \$3,000 for 17 victories; and an additional \$3,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year gate receipts for women's basketball exceed \$15,000, and if Coach continues to be employed as University's head women's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 25% of the gate receipts that exceed \$15,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team progresses to the Round of 16 in the NCAA tournament the Coach shall receive supplemental compensation of \$5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 Each year the Team receives an invitation to participate and plays in the post season WNIT the Coach shall receive supplemental compensation of \$3,500. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.10 Each year the Team receives an invitation to participate and plays in the WBI the Coach shall receive supplemental compensation of \$1,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.11 Non-Conference Basketball Net Game Guarantee:

- a. Each year Coach continues to be employed as University's head coach of its intercollegiate women's basketball team as of the ensuing May 1st following the end of the competitive season, the University shall pay to Coach supplemental compensation equal to a Net Game Guarantee (as defined in paragraph b below). Such supplemental compensation will be paid to Coach prior to the end of the current fiscal year in an appropriate manner as determined by the University.
- b. The Net Game Guarantee will be calculated as follows: From the gross revenue paid to the University by all non-conference opponents during the regular competitive season, the University will deduct a base amount of \$10,000, and will further deduct any game guarantees (including travel, hotel or other support provided to an opponent) paid out to non-conference opponents during the same regular competitive season. The remaining balance shall be the Game Guarantee paid to the Coach.
- c. Following the 2013-14 season basketball season, Coach shall schedule at least one non-conference game each regular competitive season, in consultation with the Director of Athletics, that will generate net revenue to the University of a minimum of \$10,000. Additional Game

Guarantee (Money) Games may be scheduled subject to the following:

- i. The total number of guarantee games is limited to two unless approved in advance by the Director of Athletics.

3.2.12 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport) — basketball~~ 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's youth basketball~~ 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's youth basketball~~ 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) —~~ shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

~~(SUMMER CAMP OPERATED BY COACH) — Coach may~~ Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate ~~a summer~~ youth ~~(Sport) — camp at~~ basketball camps on the University ~~(College)~~'s campus and using its facilities under the following terms and conditions:

⋮

- a) The summer youth camp operation reflects positively on the University ~~(College)~~ of Idaho 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)~~ of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University ~~(College)~~ of Idaho 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)~~ of Idaho 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)~~ of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University ~~(College)~~ of Idaho 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~~ Exhibit A.
- 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)~~ of Idaho 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)~~ of Idaho while engaged in camp activities. The Coach and all other University ~~(College)~~ of Idaho 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)~~ of Idaho 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)~~ of Idaho shall be released from all obligations relating thereto.

~~3.2.7~~3.2.13 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 reasonable request, Coach will consult with appropriate parties concerning ~~an —(Company Name)— product's~~Nike products 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 duties and obligations as head ~~—(Sport)—~~women's basketball 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~~ that 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~~ that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(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 GB**. 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 Faculty-Staff 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)~~ women's basketball 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~~ that 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~~ provide a written detailed account of the source and amount of all such income and benefits to the University ~~(College)~~'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The

report shall be in a format reasonably satisfactory to University ~~(College)~~. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(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 the 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~~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 be 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:

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- 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~~ that 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, including suspension without pay or termination of employment for significant or repetitive violations. 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 pay~~ to ~~pay~~ Coach, ~~as liquidated damages and not a penalty~~, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends; or until Coach obtains reasonably comparable employment, whichever occurs first, provided, however, in the event Coach obtains ~~other~~ lesser 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~~ lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the ~~other~~ lesser employment, then subtracting from this adjusted gross compensation ~~deduction~~ deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable 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 the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. ~~Coach 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~~ University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations ~~and~~ The parties have bargained for and agreed to the foregoing ~~liquidated damages~~ provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University ~~(College)~~, ~~which damages that~~ are extremely difficult to determine with certainty. The parties further

agree that the payment of such ~~liquidated damages~~ compensation 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.~~ Such compensation is 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 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, ~~the following sum:~~ for the breach of this Agreement the following sum: (a) if the Agreement is terminated with greater than two years on the contract; the sum of \$75,000.00; (b) if the Agreement is terminated with greater than one (1) year and less than two (2) years remaining on the contract; the sum of \$50,000.00; (c) In the event that less than one (1) year remains on the contract, the sum of zero. 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~~ University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel in the contract negotiations ~~and. The parties~~ 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 that~~ are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~liquidated damages sums~~ 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.~~ Such payments 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~~provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit ~~to the extent permitted by law~~ his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 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.

~~5.7.5.6~~ 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~~ 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 ~~(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 ~~of~~ 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~~by 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~~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 Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(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~~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~~therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (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

University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to:

President

University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach:

Jon Newlee

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

_____, Don Burnett, Interim President Date

_____, Jon Newlee _____ Date
~~Date~~

Approved by the Board of ~~-(Regents or Trustees)~~ on the ____ day of _____
, ~~2010~~ 2013.

Idaho Women's Basketball 2008-2013
57-87 (.396)/42-38 WAC (.525) 2008-13
20-67 (.230)/11-37 WAC (.230) 2005-08

6-4 (.600) record in WAC Tournament
Top 4 in WAC 4 out of 5 years

2013 WAC Champions

Honorable mention All-American (1)
Yinka Olorunnife – 2010-11

Academic All-American (1)
Alyssa Charlston – 2011-12

WAC Coach of the Year (1)
Jon Newlee – 2008-09

WAC Newcomer of the Year (1)
Derisa Taleni – 2008-09

WAC Tournament MVP (1)
Stacey Barr - 2013

First-Team All-WAC (2)
Alyssa Charlston - 2011-12, 2012-13

Second-Team All-WAC (4)
Yinka Olorunnife – 2008-09, 2011-12
Derisa Taleni – 2008-09
Rachele Kloke – 2010-11

Third-Team All-WAC (1)
Stacey Barr - 2012-13

WAC All-Defensive Team (2)
Yinka Olorunnife 2008-09, 2010-11

WAC All-Freshman Team (3)
Shaena Kuehu – 2008-09
Krissy Karr – 2011-12
Christina Salvatore – 2012-13

WAC All-Tournament Team (5)

Yinka Olorunnife – 2010, 2011
Alyssa Charlston – 2012, 2013
Stacey Barr – 2013

WAC Player of the Week (6)

Yinka Olorunnife (2)
Derisa Taleni (1)
Rachele Kloke (1)
Alyssa Charlston (2)

Academic All-WAC

20 selections through 2011-12 season
(2012-13 not yet released)

Milestones

- First conference title since 1985
- First NCAA appearance since 1985
- Two postseason berths
 - o 2013 NCAA Tournament
 - o 2011 WBI

Individual Records

- Yinka Olorunnife 1,070 career rebounds (Idaho and WAC record)
- Yinka Olorunnife 329 rebounds in 2010-11 (Idaho single season record)
- Christina Salvatore 87 3-pointers made in 2012-13 (Idaho single season record)

Team Records

- 266 3-pointers made in 2012-13 (Idaho single season record)
- 15 3-pointers made on Jan. 5, 2013 (Idaho single game record)

Coaching Records

Jon Newlee is...

- 3rd at Idaho in conf. win pct. (.525)
- 4th at Idaho in career wins (68)
- 4th at Idaho in conf. wins (42)

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

UNIVERSITY OF IDAHO

SUBJECT

Proposed procedures for University of Idaho staff classification system

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.D.1(b)

BACKGROUND/DISCUSSION

Idaho State Board of Education policy defining classified employees at the University of Idaho provides "Classified employees at the University of Idaho (UI) are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code." (Idaho State Board of Education: Governing Policies and Procedures, Section: II.D1(b))

Regarding compensation of classified employees at the University of Idaho, Regents policy states further that "compensation for University of Idaho classified employees shall be in accordance with the policies of the University of Idaho and these policies." (Idaho State Board of Education: Governing Policies and Procedures, Section: II.E.(2))

University classified employee compensation should parallel, to the extent practicable, the relevant sections of Idaho Code. Regents approval is necessary when substantial changes to University policies and procedures are proposed.

In late 2012, the University embarked on a classification study to update job descriptions and develop one classification system for both its classified and non-classified staff and gather market analysis data to compare University staff to the labor market and best measure the University's internal equity position. The University engaged Sibson Consulting to help develop a classification system that would meet the needs of the University and work well with the breadth of positions within these two employee classifications. The drafted process and outcomes differ slightly from the Hay Point Factor classification system used by the state's Division of Human Resources for classified positions (See Idaho Code § 67-5309B(1)), but still closely parallels Idaho Code, as discussed in more detail below.

The University of Idaho, with the help of Sibson Consulting, identified benchmarked jobs. Sibson matched these benchmarked jobs to comparable positions in the relevant labor markets. This matching and the relevant median salary data guided Sibson to assign benchmarked jobs to specific grades. It was also this median salary data that informed their recommendation to the University

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

for the number of grades, the median salary in those grades, and the spread between the median salaries in each grade.

The next step had the UI Human Resources (HR) staff reviewed approximately 1,500 position description questionnaires submitted by University classified staff and their supervisors, and become familiar enough with each to be able to compare jobs using the job value factors (on the right side of Chart 1 below). HR then applied the job value factors to the non-benchmarked jobs and matched those jobs to the benchmarked positions.

This process ties the market to the classification system at the beginning instead of the end as is typically done in the Hay Point system.

The markets used for this staff study varied slightly by type of position. For classified staff positions, the University used regional market data covering Spokane, Coeur D'Alene, Moscow, Pullman and Boise.

The University of Idaho currently has classified employees in 11 different pay grades. The proposed system will have classified staff in nine pay grades. Both systems have a salary table that includes a minimum, midpoint and a maximum developed based on market data collected by Sibson's market analysis

Both the Hay Point Factor comparison methodology and Sibson Consulting's recommended Factor Comparison model evaluate jobs against a set of common factors that measure inputs, throughputs and outputs. In Hay methodology, points are assigned to an individual position based on these factors. The UI factor comparison model compares one position to others using very similar factors.

Chart 1: Comparison of Factors - Hay Points and the UI Factor Comparison System

Hay Point Factors	UI Factor Comparison System
Depth and breadth of specialized knowledge	Knowledge, skills and abilities
Managerial know-how	Knowledge, skills and abilities and managerial responsibilities
Human relations skills	Communication
Thinking environment/thinking challenge	Difficulty of tasks performed, thinking challenge, complexity and problem-solving
Freedom to act	Freedom to act/authority
Job impact on end results; Magnitude or scope	Scope - variety of work, breadth of responsibility; Consequences of an error
Working conditions	No direct comparison but incorporated under difficulty of tasks performed

BUSINESS AFFAIRS AND HUMAN RESOURCES
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IMPACT

The financial impact of the revised classification system will be approximately \$180,000 added to base salaries to bring up to the minimum, both classified and non-classified staff members whose pay rates are below the minimum pay rates of the new pay ranges. These resources will be identified and reallocated internally.

The University of Idaho currently has approximately 1,180 individual titles (with about 1,560 employees) and classifications covering non-classified and classified staff. This many classifications are unmanageable and inconsistent. The revised system would bring that number of classifications down to about 270. This will help with compliance, administration, understandability, fairness and equity.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the revised classification system for classified employees at the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	FY 2015 LINE ITEMS	Motion to approve
2	FY 2015 CAPITAL BUDGET REQUESTS	Motion to approve
3	GENDER EQUITY REPORTS	Motion to approve
4	INTERCOLLEGIATE ATHLETIC REPORTS NCAA Academic Progress Rate (APR) Scores	Information item
5	BOISE STATE UNIVERSITY Property Purchase – Gage Warehouse	Motion to approve
6	UNIVERSITY of IDAHO Nike Contract	Motion to approve
7	UNIVERSITY of IDAHO Executive Residence Project – Planning & Design	Motion to approve
8	LEWIS-CLARK STATE COLLEGE Program Prioritization	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2015 Line Item Budget Requests

REFERENCE

April 2013	Board approved guidance to the college and universities regarding submission of line item budget requests
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June 2013	Board approved FY 2015 line items as presented
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

The Board established the guidelines, timetable, and priority categories for reviewing and approving the FY 2015 budget requests at the April and June 2013 Board meetings. At the June 2013 Board meeting, the institutions and agencies presented their Line Item requests. The Board approved the Line Items as presented and scheduled a work session at the regularly scheduled August Board meeting. The list of Line Items summarized on page 5 are listed in priority order and upon final approval will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

IMPACT

The approved Line Items will be included with the FY 2015 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2015 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS

Line Items Summary: College & Universities.....	Page 4
Line Items Summary: Community Colleges and Agencies	Page 5-6
Occupancy Costs	Page 7
Individual Line Items.....	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

For many years, the Board has been informed that the Idaho state budget request process is based on Base-plus budgeting for anticipated uncontrollable and discretionary changes which are comprised of the following:

Base Budget:	Historical budget based on years of appropriations
--------------	--

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

MCO: Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.

Line Items: Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two year community colleges.

The following agencies and institutions are scheduled to undergo zero-base budgeting as required by DFM. The scheduled years are as follows:

2015

Idaho Division of Professional-Technical Education

2016

College and Universities

Agricultural Research and Extension

Idaho Division of Vocational Rehabilitation

Zero-base budgeting will focus each agency and institution on its core legal requirements, mission, strategic plan, and performance measures. Any resulting budget adjustments will be processed through the normal Idaho budget development process (i.e. Base adjustments, MCO and Line Items).

The Presidents Council adopted the following resolution urging the Board to give the Change in Employee Compensation (CEC) budget request consideration: "The College and University Presidents unanimously support a CEC statewide budget request for this next year and encourage the Board to work with the Governor to incorporate that request in the budget for 2015." This resolution was communicated to the Board at its June meeting during the Presidents Council report. Staff has included a second motion to this agenda item which, if adopted, would put the Board on record as supporting and recommending a CEC. The motion speaks to "full funding" for a CEC which is a reference to the desirability for a "fund shift."

When the institutions build their annual budget requests, they do so by the three appropriated fund sources: General Funds, tuition and endowment funds (if applicable). For example, for a 1% CEC an institution may request \$600,000 in General Funds, \$350,000 in tuition spending authority and \$40,000 in endowment fund(s) spending authority. State budget policies provide, however, that if a certain fund source has insufficient revenues to fund a CEC, with no request or expectation of increased revenues in the coming fiscal year, an institution may request a fund shift. To continue the example, to the extent that any increase in endowment funds does not make up the difference in increased

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

costs for CEC (i.e. personnel costs attributable to endowment funds), an institution could request to shift those costs to the General Fund. Up until recently the same has been true for tuition. If existing tuition revenue and spending authority would not cover a CEC, then an institution could request the difference in General Funds. However, in FY 2013 (the last time a CEC was funded) JFAC did not include a fund shift for personnel costs attributable to tuition. The result was an unfunded mandate on the institutions, so the General Funds appropriated for the FY 2013 2% CEC had to be augmented by increased student tuition to ensure funding was available for all employees funded on the appropriated budget. For this reason, a CEC with fund shift is necessary and appropriate.

Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed on Tab 1 pages 5-7, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to DFM and LSO on September 3, 2013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to recommend full funding for a statewide Change in Employee Compensation (CEC) for fiscal year 2015 and to direct staff to so notify the Governor, the Chairmen of the House and Senate Commerce and Human Resources Committees, and the Co-Chairs of the Joint Finance-Appropriations Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION
FY 2015 Line Items - College and Universities

By Institution/Agency	FY 2014 Appropriation	Page	Priority			Institution Specific Initiatives	Total
				Occupancy Costs	Deferred Maintenance		
1 System-wide Needs	4,518,100						
Deferred Maintenance		9	1		12,500,000		12,500,000
Higher Education Research Council		13	2			400,000	400,000
2 Boise State University	77,310,300						10,475,300
New Faculty/Advisors/Support		17	1			6,999,000	6,999,000
Faculty & Staff Merit Adjustments		19	2			3,144,500	3,144,500
Occupancy Costs		7	3	331,800			331,800
3 Idaho State University	64,540,600						2,196,000
Occupancy Costs		7	1	86,000			86,000
Complete College Idaho		21	2			1,962,800	1,962,800
College Courses at EITC		29	3			147,200	147,200
4 University of Idaho	76,713,900						2,060,000
College of Law, Boise 2nd yr		33	1			400,000	400,000
Key Faculty Hires		37	2			1,660,000	1,660,000
5 Lewis-Clark State College	13,460,700						977,300
New Faculty & Support Staff		41	1			977,300	977,300
6 Total College and Universities	\$ 236,543,600			\$ 417,800	\$ 12,500,000		\$ 15,708,600
7 Percentage of FY 2014 Appropriation				0.2%	5.3%		6.6%

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

Priority	By Institution/Agency	FY 2014 Appropriation	Page	Priority	FY 2015 Request	Comments
1	Professional-Technical Education	48,957,400			1,669,000	
	State Leadership & Technical Asst.	1,952,500				
	General Programs	10,965,000				
	Post-secondary Programs	35,067,700	47	1	1,669,000	Advanced Manufacturing Initiative
	Related Services	972,200				
2	Community Colleges	30,226,600			3,351,800	
	College of Southern Idaho	11,948,200			802,300	
	Occupancy Costs		7	1	210,100	
	Voluntary Framework for Accountability		51	2	115,400	
	Idaho Falls Outreach Center		55	3	191,500	
	Graduation Rate Improvement		59	4	107,200	
	STEM Initiative		65	5	178,100	
	North Idaho College	10,029,600			497,700	
	Voluntary Framework of Accountability		71	1	98,600	
	Sandpoint Outreach		75	2	302,300	
	Veterans Center		79	3	96,800	
	College of Western Idaho	8,248,800			2,051,800	
1	Occupancy Costs		7	1	870,900	
2	Nursing Staff		83	2	621,000	
	Virtual One-Stop Student Services		87	3	195,400	
	Voluntary Framework for Accountability		91	4	123,400	
3	Dual Credit Expansion		95	5	241,100	
3	Agricultural Research/Extension	24,422,700			1,510,000	
	Operating Expenses		99	1	1,510,000	
4	Health Education Programs	10,558,800			939,600	
	WI Veterinary Education	1,855,800				
	WWAMI Medical Education	3,579,300			365,800	
	Trust Program		103	1	252,400	
	Five Additional Seats		105	2	113,400	
	IDEP Dental Education	1,455,200				
	Univ. of Utah Med. Ed.	1,283,200	109		28,000	preceptor stipend
	Family Medicine Residencies	2,023,900				
	Boise Internal Medicine Residency	240,000				
	Psychiatry Residency	121,400				
	Kootenai Health Family Medicine Residency	0	111	1	180,000	

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

Priority	By Institution/Agency	FY 2014 Appropriation	Page	Priority	FY 2015 Request	Comments
5	Special Programs	8,965,500			207,300	
	Forest Utilization Research	667,400			133,000	
	Forest Operations		115	1	72,200	
	Policy Analysis Group		119	2	60,800	
	Geological Survey	706,900	123	1	74,300	Strategic Initiative
	Scholarships and Grants	6,721,400				
	Museum of Natural History	476,600				
	Small Bus. Development Centers	248,800				
	TechHelp	144,400				
6	Office of the State Board of Education	2,411,500			134,600	
	Web Developer		129	1	79,300	
	Misc. Revenue Spending Authority		133	2	55,300	
7	Idaho Public Television	2,411,500			530,000	
	Repair and Maintenance Funding Restoration		135	1	130,000	
	Capital Replacement Funding Restoration		137	2	400,000	
8	Vocational Rehabilitation	7,304,000			222,200	
	Vocational Rehabilitation	3,230,600			222,200	
	Corrections Transitions		139	1	0	No general funds requested
	Counselor Salaries		143	2	122,200	
	Replacement of Agreements		147	3	100,000	
	Community Supported Employment	3,880,200				
	Council for the Deaf/Hard of Hearing	193,200				
9	Total	\$ 135,258,000			\$ 8,564,500	

STATE BOARD OF EDUCATION

FY 2015 Budget Request

Colleges & Universities

Calculation of Occupancy Costs

		% of Use for	(1)							(2)	(3)	(4)		(5)	Total	% qtrs	Revised
Institution/Project		Projected Date of Occupancy	Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	FTE	Sal & Ben	Supplies	Total	Utility Estimate	Maintenance Costs		Other	Occ Cost	used in FY15	FY15	
											Repl Value	Cost@1.5%					
BOISE STATE UNIVERSITY																	
University Church		January-13	100%	45,162	45,162	1.74	61,500	4,500	66,000	79,000	5,900,000	88,500	39,500	273,000	100%	273,000	
BoDo church currently monthly lease		March-14	100%	8,852	8,852	0.34	12,000	900	12,900	15,500	1,700,000	25,500	8,200	62,100	100%	62,100	
						2.08	73,500	5,400	78,900	94,500		114,000	47,700	335,100		335,100	
IDAHO STATE UNIVERSITY																	
Meridian Building - Anatomy Phys Lab		July-14	100%	8,000	8,000	0.31	10,900	800	11,700	13,300	3,500,000	52,500	9,000	86,500	100%	86,500	
						0.31	10,900	800	11,700	13,300		52,500	9,000	86,500		-	
						0.31	10,900	800	11,700	13,300		52,500	9,000	86,500		86,500	
College of Southern Idaho																	
Advanced Technology and Innovation		December-13	100%	41,630	41,630	1.60	54,600	4,200	58,800	72,900	7,524,800	112,900	38,100	282,700	100%	282,700	
FY 2014 Appropriation at 25%							-13,000	-1,100	-14,100	-18,200	-28,200	-9,500	-70,000	25%	(70,000)		
Net FY 2015 Request							41,600	3,100	44,700	54,700	7,524,800	84,700	28,600	212,700		212,700	
College of Western Idaho																	
Micron Center for Prof-Tech Ed.		August-12	98%	175,000	170,750	6.57	224,300	17,100	241,400	298,800	13,612,574	199,200	142,100	881,500	100%	881,500	
pending transfer from Foundation						6.57	224,300	17,100	241,400	298,800		199,200	142,100	881,500		881,500	

(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

Salary CU: \$19,635.00 CC: \$18,700.00

Benefits

FICA

SSDI salary to \$110,100 6.2000% x salary

SSHI 1.4500% x salary

Unemployment Insurance 0.3000% x salary

Life Insurance 0.6750% x salary

Retirement: PERSI 12.2400% x salary

Workmans Comp x salary

Sick Leave 0.6500% x salary

Human Resources

21.5150% per position

Health Insurance \$10,550.00

Supplies 0.10

(3) Annual utility costs will be projected at \$1.75 per sq ft 1.75

(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance 1.5000 GSF

Security 0.2200 GSF

General Safety 0.0900 GSF

Research & Scientific Safety Costs 0.5000 GSF

Total 2.3100

Too High - Used 1/3 0.7700 GSF

Landscape Greenscape 0.0003 CRV

Insurance Costs 0.0005 CRV

Total 0.00080 CRV

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Systemwide Needs
FUNCTION: General Education -
Instruction

Agency No.: 510

FY 2015 Request

Function No.:

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ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01		Title: Deferred Maintenance			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries and benefits					
2.					
3.					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Deferred Maintenance	\$12,500,000				\$12,500,000
TOTAL CAPITAL OUTLAY:	\$12,500,000				\$12,500,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$12,500,000				\$12,500,000

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Joint Finance-Appropriations Committee requested the Legislative Services Office (LSO) conduct a study to define and quantify the deferred maintenance needs of the institutions. In addition to the conclusion that the institutions do not have the funding to support their annual needs, the study determined the institutions' Permanent Building Fund Alteration and Repairs request has grown by \$18.7 million during the past two years to a total of \$53.65 million in FY 2014.

In the intent language of the FY 2014 Division of Public Works (DPW) appropriation bill (HB 313), the Legislature declared that the four institutions have significant deferred maintenance needs that cannot be met with the existing revenue available

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in the Permanent Building Fund and that each institution's annual maintenance and repair needs greatly exceed available funding from current state or institution resources.

The College and Universities received additional one-time funding in FY 2014 through the DPW appropriation for deferred maintenance in the amount of \$12,500,000 allocated to the four institutions as follows:

Boise State University	\$ 3,750,000
Idaho State University	\$ 3,750,000
University of Idaho	\$ 3,750,000
Lewis-Clark State College	<u>\$ 1,250,000</u>
Total	\$12,500,000

The LSO study also determined that collectively the institutions reported a range of \$674 million to \$764 million in deferred maintenance needs. However, each institution defined and quantified deferred maintenance differently which made comparisons difficult. The State Board of Education (Board) and the institutions intend to engage a consultant to define and quantify the deferred maintenance needs at each institution using a consistent and objective methodology.

This request is for an additional \$12,500,000 in one-time capital outlay would be used to continue to address the significant deferred maintenance backlog at the four public 4-year institutions. These funds would not be used to construct or purchase new buildings nor be used for buildings for which occupancy cost have been appropriated in the past.

2. What resources are necessary to implement this request:

\$12,500,000 in one-time capital outlay is needed to help address the institutions' deferred maintenance backlog. Once the Board has quantified the deferred maintenance needs at each institution, a long-range systematic process and plan will be developed to address capital renewal and deferred maintenance. It is also possible that future or uncommitted student facility fees could be redirected from new construction and bond debt service to deferred maintenance.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for one-time State general funds.

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4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The LSO study also reported the institutions have used most of the student facility fees for construction or to pay bond debt for their facilities. Very little is used for maintenance and repairs, and the capacity to increase fees is limited. Providing ongoing deferred maintenance funds will reduce the need to increase student fees thereby maintaining access to higher education in Idaho.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

Whereas deferred maintenance has become a mission critical issue at most of the institutions, the Board brings this as the only system-wide line item request. This line item was not included in the FY 2014 budget request.

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AGENCY: System-wide Needs

Agency No.: 501

FY 2014 Request

FUNCTION:

Function No.: 02

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ACTIVITY: Board approved category

Activity No.:

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Higher Education Research Council					
A: Decision Unit No: 12.02	Title: Council			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Mission and Goals of HERC	\$400,000				\$400,000
TOTAL OPERATING EXPENDITURES:	\$400,000				\$400,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective 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.

Performance Measures:

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- Percentage of students participating in internships or undergraduate research

In addition to the Board's strategic plan this request also supports the Boards Higher Education Research Strategic Plan.

Goal 1 - Increase research collaboration among Idaho universities and colleges to advance the areas of research strengths and opportunities.

Objective b – Expand joint research ventures among the state universities, including EPSCoR and Institutional Development Award (IDeA) related programs.

PM – Number of collaborative, sponsored proposals submitted.

PM – Number of collaborative, sponsored projects awarded.

Goal 2 – Create research and development opportunities that strengthen the relationship between the state universities and the private sector.

Objective a – Leverage facility use between the state universities and private sector.

PM – Number of university/private sector facility use agreements (in both directions).

Objective b – Increase the number of sponsored research projects involving the private sector.

PM – Number of awarded sponsored projects with private sector.

Objective c – Encourage the exchange of ideas between the universities and the private sector.

Goal 3 – Contribute to the economic development of the State of Idaho.

Objective a – Increase the amount of university-generated intellectual property introduced into the marketplace.

PM – Number of technology transfer agreements.

PM – Number of invention disclosures.

PM – Number of non-disclosure agreements.

PM – Number of patent filings.

PM – Number of issued patents.

PM – Amount of licensing revenues

Objective b – Increase the number of university start-up companies.

PM – Number of start-up companies

PM – Number of jobs created by startup companies

Goal 4 – Enhance learning and professional development through research and scholarly activity.

Objective a – Increase the number of university and college students and staff involved in sponsored project activities.

PM – Number of undergraduate students supported by sponsored projects

PM – Number of graduate students supported by sponsored projects

PM – Number of faculty and staff involved in sponsored projects

Objective b – Increase the dissemination of research findings.

PM – Number of peer-reviewed publications (students and faculty).

PM – Number of theses and dissertations.

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Description:

Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation. The Higher Education Research Council of the Idaho State Board of Education (HERC) and provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. HERC is made up of eight members, four private sector partners and one representative from each of the institutions mentioned above.

Funds currently allocated to HERC are used to support:

- (1) individual and multi-disciplinary research projects;
- (2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- (3) collaborative relationships between academia and varied shareholders outside the academy.

And are used:

- (1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- (2) to ensure accountability for the state's investment via demonstrable results.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? The State Board of Education's Higher Education Research Council is requesting new monies to support the mission and goals of HERC. Currently HERC uses a portion of the funding allocated to it as matching funds for the Idaho NSF-EPSCoR project. The current project will finish on August 31st, 2014. Idaho EPSCoR's new proposal has been awarded by NSF. The award for the 7th Idaho NSF EPSCoR proposal is \$20M over five (5) years. The matching requirement for the new proposal will be higher than the current proposal; the new match is calculated to be \$800,000. HERC's current funding level only allows for \$600,000 in matching funds. HERC is requesting \$400,000 in new monies to be able to completely cover the matching requirement for the EPSCoR award. The request represents 50% of the required EPSCoR match and would allow HERC to fully cover the matching requirements as well as increase funding for other successful HERC programs. The additional \$200,000 would be used to increase the number and/or amount of Incubation Fund awards. The Incubation Fund is a competitive gap fund program that HERC implemented in FY11. The funds are awarded for proposals from the institutions for research projects that are close to being ready for commercialization and show strong industry partnerships. The council receives many more high quality proposals than they currently have funds to award. In FY14 the council

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received 13 Incubation Fund proposals, of those proposals the council was able to fully fund 6 and partially fund 1. The council felt there were many additional proposals of high merit that would have benefited the state had them been able to provide the gap funding for them.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. N/A
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A
 - c. List any additional operating funds and capital items needed. N/A
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The state as a whole receives benefits from both the Idaho EPSCoR program and the ability to provide gap funding designed to decrease the time to commercialization of university research projects. The new EPSCoR proposal is a \$20M award over five years. There is an immediate return on the investment of the matching funds through the infusion of federal funding into the state. Additionally, the EPSCoR program is a partnership between Idaho's three research institutions (University of Idaho, Boise State University and Idaho State University) that helps to build the states academic research base that serves as a backbone of many of Idaho's scientific and technological enterprises. In addition to this, Idaho EPSCoR has been instrumental in supporting STEM education at the k-12 level as well as in postsecondary education.

Through the incubation fund HERC is able to provide gap funding for university research projects to help them take the next step from research/theory to a commercial product or service. Increased funding for this program will allow for funding of more projects. These projects may lead to not only patents, but also new start-up companies and products that through partnerships with the private sector are marketed and sold by existing companies, the majority of which are located in Idaho. This program will not only help the universities to provide quality research experiences for their students but also helps to move the outcomes of this research to the private sector, helping Idaho businesses.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Boise State University
FUNCTION: General Education -
 Instruction

Agency No.: 512

FY 2015 Request

Function No.: 01

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ACTIVITY:

Activity No.:

New Faculty/Advisors/Support					
A: Decision Unit No: 12.01	Title: Staff			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	92				
PERSONNEL COSTS:					
1. Salaries and benefits	\$6,633,000				\$6,633,000
2.					
3.					
TOTAL PERSONNEL COSTS:	\$6,633,000				\$6,633,000
OPERATING EXPENDITURES by summary object:					
Operating Expenditures	\$276,000				\$276,000
TOTAL OPERATING EXPENDITURES:	\$276,000				\$276,000
CAPITAL OUTLAY by summary object:					
1. Library Acquisitions	\$90,000				\$90,000
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$6,999,000				\$6,999,000

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request identifies needs associated with transforming initiatives and general education reform initiatives in an effort to enhance the success of the State Board of Education 60% goal. It is Boise State University's priority line item.

2. What resources are necessary to implement this request:

A key strategy will be to hire 40 faculty, 32 academic advisors and 20 support staff. Knowing that Boise State University needs to produce approximately 3,400 Baccalaureates in 2020 to meet the Board's 60% goal, a strong emphasis on

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improving graduation rates and retention is needed. Increasing the number of academic advisors will be fundamental to ensuring that success. In addition, enrollments in general must increase and thus new faculty will be required to meet the growth.

Prior to the August budget submission, a detailed listing of positions, titles, anticipated hire dates etc. will be provided.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for State general account 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?

The success of this initiative will serve Idaho residents and is intended to create a better educated population that will enhance the economy and standard of living for Idahoans.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

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AGENCY: Boise State University

FUNCTION: General Education -
Instruction

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.:

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Faculty and Staff Merit and Retention Adjustments					
A: Decision Unit No: 12.02	Title: Faculty and Staff Merit and Retention Adjustments			Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries and benefits	\$3,144,500				\$3,144,500
2.					
3.					
TOTAL PERSONNEL COSTS:	\$3,144,500				\$3,144,500
OPERATING EXPENDITURES by summary object:					
Operating Expenditures					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
:					
:					
GRAND TOTAL	\$3,144,500				\$3,144,500

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for funds needed for targeted faculty and staff compensation adjustments, and that will address, in part, serious salary compression issues. Targeted compensation adjustments would help mitigate turnover and retention challenges that continue to surface and impede progress. Boise State University hires faculty and staff on a national level and must be able to compete at that level when the need arises.

Recent benchmarking analysis was completed that shows Boise State University's faculty compensation is well below national averages in general, particularly at the Associate and Full Professor levels.

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2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for State general account funds.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The success of this initiative will benefit faculty and staff and help ensure a stable work force at Boise State University. It will also ease the mounting challenge of recruiting talented employees as current employees retire and positions need to be refilled.

4. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

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AGENCY: Idaho State University
FUNCTION: General Education and Remediation

Agency No.: 513

FY 2015 Request

Function No.: 1000

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ACTIVITY: Complete College Idaho

Activity No.:

A: Decision Unit No: 12.02		Title: Complete College Idaho			Priority Ranking <u>2</u> of <u>3</u>
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	11.0				11.0
PERSONNEL COSTS:					
1. Salaries	452,000				452,000
2. Benefits	208,400				208,400
3. Group Position Funding (adjunct faculty, instructor release time, and part-time employees)	580,000				580,000
TOTAL PERSONNEL COSTS:	1,240,400				1,240,400
OPERATING EXPENDITURES by summary object:					
1. Travel	57,000				57,000
2. Materials/Supplies	17,200				17,200
3. Maintenance on Curriculum System	50,000				50,000
TOTAL OPERATING EXPENDITURES:	124,200				124,200
CAPITAL OUTLAY by summary object: (one-time)					
1. PCs/workstations (desks, chairs, network connections, etc.)	398,200				398,200
Curriculum Management System	200,000				200,000
TOTAL CAPITAL OUTLAY:	598,200				598,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,962,800				1,962,800

Supports institution/Agency and Board Strategic Plans:

The proposed programs support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular the bridge programs will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal **by transforming remediation and general education.**

ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 4: Improve the ability of the educational system to meet the educational needs and allow students to efficiently and effectively transition into the workplace.

Complete College Idaho:

- **Transform remediation by developing strategies and goals to improve remediation and general education delivery.**

Performance Measure:

The following are ISU's performance measures linked to Transforming Remediation and General Education:

Increase bridge program participation by 5%; increase bridge program courses by 3%; increase the number of internship opportunities by 5%; increase workforce placement of Business graduates by 3%; increase the number of general education online courses by 5% per year; establish a campus-wide testing center to support online programming; increase the percentage of first-time full-time freshmen advancing to second year; establish a peer monitoring program for students who have not declared majors; increase tutoring and other services for Native American students.

Description:

Transforming Remediation at Idaho State University

1. Remediation Specialist

- Idaho State University will hire a full-time, non-classified remediation professional who will work with ISU's academic colleges, departments, and the Student Success Center to align ISU's remedial programs and assist with the implementation of data-driven best practices as identified by Complete College America, including the Emporium Model, the Co-Requisite Model, and the Accelerated Model.
 - Costs: Salary, \$60,000; Benefits, \$26,000
 - TOTAL: \$86,000

2. Institutional Review of Placement and Testing

- Idaho State University requests support for a full audit of institutional placement and testing of entering students. Impacts will be in the Office of Admissions, Office of the Registrar, and Office of Institutional Research.
 - Costs: Irregular Salary support for Admissions, Registrar, and Institutional Research, \$100,000
 - TOTAL: \$100,000

3. Bridge Programs

- Idaho State University will institute targeted Bridge Programs that will address specific developmental needs for special populations, including STEM, Native American and other populations.
- 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.

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- 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.
- The College of Technology is currently offering the START (Successful Transitions and Retention Track) bridge program to recruit, prepare, and retain GED graduates in post-secondary education. This program has been funded through a pilot grant from the Albertsons Foundation Continuous Enrollment initiative. The START bridge program has been notably successful in retaining this important target population, with a 67.4% overall persistence rate for adult learners transitioning into post-secondary education. The semester to semester persistence rate of the START bridge program is 83.1% from 1st to 2nd semester, 86.7% from 2nd to 3rd semester, and 62% from 3rd to 4th semester. The national rate for GED persistence in post-secondary education is between 13% to 19%.
- To continue funding the START bridge program would require hiring a program coordinator and two instructor positions.
- The university is piloting a targeted Summer Bridge Program in conjunction with the Shoshone-Bannock Tribes. Support for travel and tutors is included in this request.
- The request includes funding for 4 FTE and adjunct faculty and tutors, as well as supporting operational costs.
 - Costs: Salaries, \$165,000; Benefits, \$88,200; Group Position Funding (adjunct faculty and tutors), \$290,000; Travel, \$12,000; Materials and Supplies, \$17,200. TOTAL: \$572,400

4. Articulation and Transfer

- Idaho State University will institute Complete College America best practices in the area of articulation and transfer, including reverse associate degrees and portable curricular modules. Impacts will be in the Office of Admissions, Office of the Registrar, and the Academic Colleges. Additional travel will be provided to the Academic Colleges for the negotiation of additional agreements. ISU will purchase a curriculum management system that will create new opportunities for modular curriculum development.
 - Costs: Travel (\$10,000) and Irregular Salary (\$90,000) support for Admissions, Registrar, and Academic Colleges, \$100,000; Modular Curriculum Management System (includes initial cost, annual maintenance, and staffing), \$250,000 TOTAL: \$350,000

5. 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 bi-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.
 - Costs: Salaries, \$87,000; Benefits, \$32,100; Travel, \$15,000; Capital Outlay, \$6,000 TOTAL: \$140,100

Instituting LEAP and Transforming General Education at Idaho State University

1. Educational Foundations/Outreach

- ISU will 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.

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- Fund instructor release time and/or stipends for online course development in key areas of general education and high demand prerequisites.
 - Cost: Salaries, \$50,000; Benefits, \$26,200; Group Position Funding (adjuncts/instruction), \$100,000; Travel, \$10,000.
TOTAL: \$186,200

2. Testing Center for Online Delivery and Online Security (IT needs)

- 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.
 - Costs: PCs/workstations (desks, chairs, network connections, etc.), \$388,100 TOTAL: \$388,100

3. Instituting LEAP Standards for Foundational Professional Development/Workforce

- The Complete College Idaho General Education initiative is intended to better match Idaho residents' abilities to the workforce needs of Idaho employers.
- To facilitate this, we propose 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.
 - 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.

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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.

- Costs: Salaries, \$90,000; Benefits, \$35,900; Travel, \$10,000; Capital Outlay, \$4,100. TOTAL: \$140,000

GRAND TOTAL: \$1,962,800

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AGENCY: Idaho State University
 FUNCTION: General Education
 ACTIVITY: ISU Community College
 Courses offered on EITC Campus

Agency No.: 513
 Function No.: 1000
 Activity No.:

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A: Decision Unit No: 12.03		Title: ISU College Courses at EITC			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding (adjunct faculty)	\$147,200				\$147,200
TOTAL PERSONNEL COSTS:	\$147,200				\$147,200
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Materials/Supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
GRAND TOTAL	\$147,200				\$147,200

Supports institution/agency and Board strategic plans:

Offering ISU general education courses at a reduced tuition rate on the Eastern Idaho Technical College campus will support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular providing general education (community education) courses at a reduced tuition rate will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal by increasing enrollment, retention, timely degree completion, service to underserved populations, and development of cost effective delivery of postsecondary education in eastern Idaho.

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ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 3: Improve the processes and increase the options for re-integration of adult learners into the education system.

Complete College Idaho:

- Transform remediation by developing strategies and goals to improve remediation.
- Develop community college options for cost effective delivery of postsecondary education in eastern Idaho.

Performance Measure:

Provide 4 community college level courses to 30 students taking a 12-credit hour load for 2 semesters.

Description:

Both ISU and EITC have a strong presence in Idaho Falls, and each institution is trusted by the community to deliver quality programs. Hence collaboration between the two institutions to provide community college courses would be welcomed by the greater Idaho Falls community and instill confidence in the quality of the courses offered.

ISU would offer community college classes in Idaho Falls at EITC using ISU instructors to teach remedial and selected general education courses at \$110 per credit hour. Students admitted to ISU under an admission agreement would be advised into the community college courses with schedules reflecting an academic adviser's assessment of the student's academic readiness. Revenue loss to ISU would be compensated through this one-time, line item funding.

This would be a pilot program involving 30 students who will take a 12 credit hour load for two semesters (fall 2013 and spring 2014) generating 720 credit hours. At the end of the program, students will complete detailed surveys about their experience, examining cost, quality, facilities, etc. Survey results will guide future community college endeavors.

The financial model is based on the following premises:

- At some point a community college district will likely exist in Bonneville County (and perhaps neighboring counties).

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- ISU courses at the 100 and 200 level (freshman and sophomore) will be offered to residents of those counties at community college prices on the EITC campus.
- ISU faculty will teach these lower division courses at the community college and upper division courses at the university.

This model—integrating the community college with the university (similar to the University of New Mexico at Taos, Gallup, Valencia, and Santa Fe)—would enable strong pedagogical connections to exist between the community college and the university and ensure that Associate degree recipients are adequately prepared for participation in upper division bachelor's degree courses.

This line item request is based on the following cost calculations derived from differing tuition rates and increased instructional costs:

Instructional costs: \$4,500 per course x 8 courses = \$36,000

“University” rate: 30 students at \$3,172/semester for 2 semesters = \$190,320

“Community College” rate: 30 students at \$110.00/credit hour at 12 credit hours for 2 semesters = \$79,200

Total Cost Recovery for ISU Offering Community College Courses: \$111,120

Note: This proposal does not attempt to predetermine the organizational structure of a future relationship between ISU and EITC, but simply tests the market for offering ISU courses to community college students in Idaho Falls using ISU faculty.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As set forth above, funding for instructional costs for and the recovery of lost revenue from reduced tuition rate. Please see narrative above for additional information.

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.

Not applicable.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

- c. List any additional operating funds and capital items needed.

None, other than that requested above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

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This request is for one-time funding of instructional costs and revenue loss recovery.

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?

Please see narrative above.

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

This is a new request for one-time appropriated funding.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College & Universities

Agency No.: 510

FY 2015 Request

FUNCTION: University of Idaho

Function No.: 04

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ACTIVITY: Board approved category

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.01		Title: College of Law – Boise 2nd Year Curriculum			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	\$263,600				\$263,600
2. Benefits	86,400				86,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$350,000				\$350,000
OPERATING EXPENDITURES by summary object:					
1. On-Line Services	\$50,000				\$50,000
TOTAL OPERATING EXPENDITURES:	\$50,000				\$50,000
CAPITAL OUTLAY by summary object:					
	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

Supports institution and Board strategic plans:

State Goal 1 Objective A:

The State Board's Goal 1 ("A Well Educated Citizenry") will be advanced at Objective A ("Access") through the increased accessibility of a cost-effective public legal education made possible by the second-year program in Boise. One of the performance measures for that objective, achieving diversity in attainment of postsecondary education, also will be advanced by increased accessibility of public legal education in Idaho's largest metropolitan area. Moreover, a "well educated citizenry" will be enhanced through the civic education outreach programs developed by the College of Law at the Idaho Law Learning Center.

State Goal 2 Objectives A and B:

The State Board's Goal 2 ("Critical Thinking and Innovation") will be advanced at Objectives A and B ("Critical Thinking, Innovation and Creativity") through the research, outreach, and service performed by law faculty and upper-division law students, especially in the curricular emphasis area of business law and entrepreneurship. Objective C ("Quality Instruction") will be advanced by the academic rigor of an American Bar Association-approved law school's program, delivered in the state capital.

State Goal 3 Objectives A and C:

The State Board's Goal 3 ("Effective and Efficient Delivery Systems") will be advanced at Objective A ("Cost Effective and Fiscally Prudent [Programs]") and Objective C ("Administrative Efficiencies") by achieving economies of scale and capitalizing upon the comparative advantages of both a land-grant campus location and a metropolitan location, by delivering legal education through complementary programs at Moscow and Boise by a unified, statewide law faculty and administration. These objectives also will be advanced through the cost-effectiveness and synergy of linking the JD degree instruction offered by the University of Idaho with concurrent MBA and Masters of Accountancy degree opportunities at Boise State University.

University Goal 1 Objective A:

The University's Goal 1 ("Teaching and Learning – Enable Student Success in a Rapidly Changing World") will be advanced at Objective A ("Build Adaptable, Integrative Curricula and Pedagogies") through the development and delivery of complementary curricula at Moscow and Boise, with distinctive areas of emphasis that utilize the advantages of the land-grant campus in Moscow and the metropolitan location in Boise.

University Goal 2 Objective A:

The University's Goal 2 ("Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow") will be advanced at Objective A ("Strengthen All Scholarly and Creative Activities Consistent with the University's Strategic Missions and Signature Areas") through the research and outreach, particularly in the field of business law and entrepreneurship, of faculty and upper-division students in Boise. Expanding the Boise program from a third-year to a combined second-and-third year program (and ultimately a full three-year branch program) will enable the University to carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B ("Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity") will be advanced through interactions between and among the University of Idaho's Boise program, the business-related concurrent degree programs at Boise State University, the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.

University Goal 3 Objective B:

The University's Goal 3 ("Outreach and Engagement – Meet Society's Critical Needs by Engaging in Mutually Beneficial Partnerships") will be especially advanced at Objective B ("Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond") through the University's collaboration with the Idaho Supreme Court on the Idaho Law Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho's legal and business communities, and through increased interaction with -- and service provided by law faculty and students to -- government agencies in and near Idaho's capital city.

University Goal 4:

The University's Goal 4 ("Community and Culture – Be a Purposeful, Ethical, Vibrant, and Open Community") will be advanced by enhancing enhanced access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho's major center of population, commerce, and government.

Description:

The University of Idaho is requesting funding for a 2nd year curriculum in Boise. The 2nd year curriculum in Boise received programmatic approval from the State Board in October 2012. The approved curriculum would deepen the College's business, regulatory, and other curricular offerings, through proximity to the center of state government, to the location of major federal agencies in Idaho, to the wide variety of local governments and special purpose governmental units in the Treasure Valley and across southern Idaho, and to the business and entrepreneurial center of the state. Students would benefit from in-person instruction from government and business professionals as well as from practitioners in for-profit, nonprofit, and public interest entities that abound in metropolitan areas.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

This request includes two new tenure track faculty positions, one assistant director and irregular help funding for adjunct and other supplemental instruction needs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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2. What resources are necessary to implement this request?

- a. 2 FTE tenure track faculty totaling \$272,000 with salary and benefits
1 FTE assistant director totaling \$66,000 with salary and benefits
0 FTE irregular help totaling \$12,000 with wages and benefits
- b. 1 to 2 existing Moscow faculty positions transferred to Boise
- c. \$50,000 in on-going operating funding

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is 100% recurring state general funds (no one-time funding is requested).

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?

Students: A second-year program in Boise would enable the College to increase the quality and depth of the existing third-year curriculum. It would enable students to make the transition from their first year of general law study to the increasingly focused preparation for a career in their second and third years at a location where two-year relationships can be built with the faculty and with the surrounding legal community. The second-year program in Boise would also give the participating students (and their spouses or partners) a chance to manage their educational debts by taking advantage of work opportunities in a metropolitan area working their way cost-effectively through two years, rather than one year, of law study if they choose to do so. The College seeks to provide students this opportunity.

Idaho: Affordable public legal education enables students to graduate with manageable debts; this, in turn, enables graduates to take jobs at Idaho entry-levels of compensation. The public receives a return on its investment because affordable legal education keeps legal services and justice within reach for local governments, small businesses, and people of ordinary means.

5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Full programmatic and budget information was previously submitted to the Board at its regular October 2012 meeting.

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AGENCY: College & Universities

FUNCTION: University of Idaho

ACTIVITY: Complete College Idaho

Agency No.: 510

Function No.: 04

Activity No.:

FY 2015 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: Key Faculty Hires			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.0 FTE				10.0 FTE
PERSONNEL COSTS:					
1. Salaries	\$774,000				\$774,000
2. Benefits	276,000				276,000
3. Teaching Assistant Stipends	510,000				510,000
TOTAL PERSONNEL COSTS:	\$1,560,000				\$,560,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$30,000				\$30,000
2. Operating	70,000				70000
TOTAL OPERATING EXPENDITURES:	\$100,000				\$100,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,660,000				\$1,660,000

Supports institution/agency and Board strategic plans:

This request directly supports the following components and objectives of the State Board of Education Strategic Plan

State Board of Education Strategic Plan

Goal 1: A Well Educated Citizenry

Objective A: Access – set policy and advocate for increasing access for individuals of all ages, abilities and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system

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Goal 2: Critical Thinking and Innovation

Objective A: Critical Thinking, Innovation and Creativity – increase research and development of new ideas into solutions that benefit society.

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.

Description:

The State Board of Education Strategic Plan clearly recognizes two key aspects of access to higher education – first, the sheer ability to find available room in a program for which the student is prepared and, second, having programs that will enable the students to address the key issues affecting our state and world, and do so in a creative and innovative manner. As a Land Grant research university, these two aspects of higher education are part of the very mission of the institution.

This request will provide needed faculty positions not only in areas of growing enrollment, but also in areas of developing national and international interests and will not only accommodate physical access for students in these areas, but will provide access to the latest developing trends, and future job opportunities, newly developing areas of knowledge. As a research university, these new faculty hires will not only be expected to have an active and engaged teaching role at both the undergraduate and graduate level, they will also be required to meet university expectations for conducting cutting edge research – thus giving all students, undergraduate and graduate, the opportunity to understand, and gain experience with, the key issues facing the world in that students field of interest. Continuing to add faculty with an active research portfolio provides additional opportunities for real undergraduate research opportunities – a significant experience builder as these students later seek employment.

Where possible, these hires will be coordinated with areas of existing university strength and expertise as well as with areas in which the state is already providing support through the IGEM program.

In addition, the request will strengthen our graduate education program by providing stipends for 30 additional teaching assistant positions. While enhancing graduate instruction, in support of Goal 2 of the Board Strategic Plan, these teaching assistants will provide much needed instructional support for undergraduate education, enabling students to have access to smaller learning environments for more personal instruction.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The University is requesting 10 additional faculty FTE, along with a very modest operating budget for each new faculty position. In addition, we are asking for stipends for 30 new graduate teaching assistants. All funding would be from the state General Fund.

2. What resources are necessary to implement this request?

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Based on existing faculty positions, we expect an average full cost (salary and benefits) of \$105,000 per new faculty position. As specific positions are defined, some hires will require more and some will require less than this average. We expect that some of the hires will be at the Associate Professor level – as appropriate to the needs of specific disciplines.

Graduate Teaching Assistant stipend amounts are based on a total cost of \$17,000 per teaching assistant, including a very modest expense for fringe benefits. This would put their compensation at approximately 90% of the average teaching assistant compensation at peer institutions.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

These are all on-going base funding requests for State General Fund monies.

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 will serve Idaho students who are seeking education in some of the newest fields of undergraduate education. It will strengthen the university graduate education program and will increase faculty research into some of the pressing issues facing the state and nation.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Student Success/Support

Agency No.: 511

Function No.:

Activity No.:

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: New Faculty and Support Staff			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	14.00				14.00
PERSONNEL COSTS:					
1. Salaries	\$620,000				\$620,000
2. Benefits	256,800				256,800
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	\$876,800				\$876,800
OPERATING EXPENDITURES by summary object:					
1. Supplies	\$18,500				\$18,500
2. Instructional Materials	30,000				30,000
3. Program Expenses	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$58,500				\$58,500
CAPITAL OUTLAY by summary object:					
1. Computers/office setup	\$42,000				\$42,000
TOTAL CAPITAL OUTLAY:	\$42,000				\$42,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$977,300				\$977,300

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.

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GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

The positions and support funds requested in this line item request directly support the Academic Affairs tasks at Lewis-Clark State College. The mission and goal statement for LCSC calls for the following:

- In accordance with its role and mission statement approved by the State Board of Education, LCSC's primary emphasis areas are business, criminal justice, nursing, social work, teacher preparation, and professional-technical education.
- The State Board directs LCSC to maintain basic strengths in the liberal arts and sciences, which provide the core (general education) portion of the curriculum.
- Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Eight faculty positions are being requested, which would directly impact student learning at LCSC. Five of these positions are in core areas. Those in Natural Sciences (biology and chemistry), Humanities (English and communications), and Social Science would stabilize areas that have been impacted tremendously by growth in student numbers, especially in Nursing. Our recent transition to biannual admissions for this program has been very well received and it has become increasingly difficult to identify appropriately credentialed adjunct instructors to meet this demand. The three remaining faculty positions directly support our primary emphasis area – teacher education and justice studies – which are also thriving program areas at LCSC.

Five support positions are also being requested. Increased enrollments have strained our faculty advising model. Program advisors have been successfully used at LCSC to accomplish the schedule building component of advising, while simultaneously freeing the faculty for more in-depth conversations with upper classmen on careers. We are requesting funding for two additional program

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advisors, one in Nursing and the other in support of our Pathways to Alternate Certification and Endorsement (PACE) program in Coeur d'Alene. As you may recall, the Education Division's PACE program provides access to post-secondary programs by allowing individuals that are place-bound in rural and remote areas throughout Idaho to earn teacher certification through distance learning technologies. The support position within Community Programs being requested directly impacts our efforts in distance learning. This position works directly with students, answering questions arising from Blackboard implementation in distance learning courses. The final two support positions being requested are in Student Services. The first is a bilingual recruiter, which has been a need at LCSC for many years. This person would certainly help us reach communities that have been traditionally underrepresented in higher education, but for whom benefit would certainly follow. The final requested position is for a Director of Student Engagement. This position would be charged with researching and implementing enhanced retention strategies at LCSC, in keeping with statewide Complete College Idaho goals.

One position is being requested as a direct-report to the President, to serve as LCSC's Internal Auditor. The State Board of Education's Audit Committee has directed that the College establish an independent Internal Audit position, assigned administratively to the institution president, with reporting channels running directly to the Board's Audit Committee.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Assistant Professors (8): \$45,000 to \$48,000 + fringe & health insurance; full-time 9 month; anticipated hire August 2014; teach 24 credit hours per year of critical courses, advising, scholarship & service, other duties as assigned by Division Chair.

Program Advisors (2): \$36,000 + fringe & health insurance; professional K-grade employees; support students and faculty in an advising capacity.

Distance Learning (1): \$40,000 + fringe & health insurance; support online environment; assist in course design and implementation; provide support for students and faculty.

Bilingual Recruiter (1): \$38,000 + fringe & health insurance benefits; assist the institution in reaching communities that have been traditionally underrepresented in higher education.

Director of Student Engagement (1) \$50,000 + fringe & health insurance; to provide supervision of Student Activities, Outdoor Recreation, Student Development Curriculum, Student Success Program, and New Student Orientation. These activities are currently being managed by other units. Consolidation into one unit will provide operational efficiency and consistency.

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Internal Auditor (1): \$54,000 + fringe & health insurance; serve as Internal Audit reporting to the President

- 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: \$58,500 - instructional materials, supplies, direct program expenses

Capital: \$42,000 - computers and office setup; instructional computers

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?

All Academic Affairs units within the college will be served by the addition of these primarily instructional positions. Each of the instructional positions has direct student contact and student support components that will provide for a positive college experience for the students.

The General Education credit load at LCSC has been assigned to the Natural Sciences, Humanities and Social Sciences Divisions. Collectively this group delivers a significant number of student credit hours, serving all students at the college in some capacity. As enrollment has increased, the need for full time faculty has become critical. The college's ability to find qualified adjuncts is getting less reliable each passing semester, creating the risk of not having critical sections available.

The Director of Student Engagement position will provide supervision of and leadership to Student Activities, Student Development Curriculum, Student Success Program, and New Student Orientation. The primary function would be to coordinate these departments to promote student engagement and to increase retention. If this request is not funded, we will not be able to expand the program which will limit access to student engagement activities.

The Distance Learning position within Community Programs supports increasingly large numbers of students and faculty. We are committed to delivering quality programs and services, and our growth in this area will be stifled without additional personnel.

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

Portions of this request were included in FY2011, FY2012, FY2013 and FY2014 budget requests. The additional positions are being requested for FY2015 to help address the continuing need for faculty and related positions.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Division of Professional-Technical Education

FUNCTION: Postsecondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

FY 2015 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Advanced Manufacturing Initiative			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.8				9.8
PERSONNEL COSTS:					
1. Salaries	\$491,500				\$491,500
2. Benefits	190,600				190,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$682,100				\$682,100
OPERATING EXPENDITURES by summary object:					
1. Supplies and services	\$213,000				\$213,000
TOTAL OPERATING EXPENDITURES:	\$213,000				\$213,000
CAPITAL OUTLAY by summary object:					
1. Instructional equipment (one time)	\$773,900				\$773,900
TOTAL CAPITAL OUTLAY:	\$773,900				\$773,900
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,669,000				\$1,669,000

Supports institution/agency and Board strategic plans:

Idaho State Board of Education Goal 1: A Well Educated Citizenry

Objective B

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Performance Measure:

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Benchmark: 60% by 2020

The postsecondary system of professional-technical education provides avenues to directly support the Idaho State Board of Education goal of achieving a 60% rate of documented work readiness (postsecondary and/or industry credentials) amongst 25-34 year olds by 2020.

Description:

The further emergence of computer-integrated manufacturing (CIM) has placed increasing demands on both employers and the educational programs that support them. To remain competitive in the marketplace, the manufacturing sector of Idaho is faced with the implementation, operation, and maintenance of highly sophisticated digital controls to automate their manufacturing, production, and processing systems.

As an agent of economic development, PTE programs provide the workforce with the sophisticated skills required to support the new highly automated systems across the broad spectrum of advanced manufacturers in Idaho: food and dairy processors, large scale fabrication and assembly, aerospace, rapid prototyping, and many subsectors distributed around the state of Idaho. The current PTE postsecondary program inventory includes some elements of these needs, but there are specific emerging regional needs that prompt this request: a critical mass of food processors needing engineering and food processing technicians and industrial mechanics; the aerospace sector in northern Idaho; so called rec-tech, gunsmithing, ammunition and firearms manufacturing; and growing large-scale fabrication operations.

In addressing these needs with each of the technical colleges, this proposal serves to upgrade, enhance, refine, and expand programs across the state as follows:

Line Item Request Summary FY2015

Institutional totals		FTP	salary	benefits	OE	equipment	budget total
CSI	Industrial Mechanics/Food Processing Technology Program	1	42,000	19,240	16,000	221,270	298,510
CWI	Advanced Manufacturing	2.8	155,000	55,000	20,000	150,000	380,000
EITC	Welding Fabrication and Advanced Manufacturing Technologies	1	59,000	21,000	70,000	150,000	300,000
ISU	Advanced Manufacturing Technology Program	1	60,000	23,561	23,500	203,000	310,061
LCSC	Electronics Engineering Technology	1	45,000	18,800	35,700	21,600	121,100
	Automated Manufacturing	1	45,000	18,800	16,500		80,300
	Engineering Technology	1	45,000	18,800	27,300	25,000	116,100
NIC	Advanced Manufacturing Aerospace Instructor	1	40,516	15,396	4,000	3,000	62,912
Grand total		9.8	491,516	190,597	213,000	773,870	1,668,983

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request includes personnel, operating expenses, and capital outlay to support the proposed advanced manufacturing programs intended to facilitate support for the State Board Goal 1, Objective B performance measure: 60% of Idahoans (ages 25-34) who have a college degree or certificate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Neither staffing nor base funding is anticipated to be available for these activities for FY2014.

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.

Full time professional-technical program faculty will be hired when institutions are authorized to do so and according to institutional grades, qualifications, benefits availability, and hiring protocols.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

As several of the activities expand current operations, the programs' respective impacts will vary at each institution. In general, existing human resources will not be redirected, but institutional operations will be somewhat affected by increased traffic due to the capacity enhancement nature of the request.

- c. List any additional operating funds and capital items needed.

None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

See cover sheet

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?

Those served include the industry who will potentially hire additional trained technicians, the students who enroll in these requested as well as existing programs (consistent with current institutional student demographics), and the citizens of Idaho through advancement towards the 60% goal.

If this request is not funded, the ability of the system will be relatively hampered in the ability to expand the capacity and support that will be necessary to adequately support the emerging high-tech nature of the Idaho manufacturing sector and achieve the 60% goal.

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

In the Idaho Technical College System, it is an imperative that programs adapt to current needs. There are elements of the prior year request in this current request. The major difference is the focus on a particular industry sector in need and giving instructional program development at this level of funding a higher priority than student success services.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X

or Revision No. ____

<div style="display: flex; justify-content: space-between;"> A: Decision Unit No: 12.02 Title: Voluntary Framework for Accountability Priority Ranking 2 of 5 </div>					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	\$80,000				\$80,000
2. Benefits	35,400				35,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$115,400				\$115,400
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$115,400				\$115,400

Supports Idaho State Board of Education 2013-2017 Strategic plan:

Goal 3: Effective and Efficient Delivery Systems- Ensure educational resources are used efficiently

Objective B: Data-driven Decision Making – Increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvements of Idaho's educational system.

Narrative Support:

This request is to provide additional support for our institutional research department. We currently have a part time institutional researcher with a half time assistant. With the setting up of the Student Longitudinal Data System and additional accountability reports being required, current demands for data are overwhelming.

In addition, we want to participate in the American Association of Community Colleges Voluntary Framework of Accountability. Currently, fifty eight community colleges are participating in this program. The program involves ensuring each piece of data is collected consistently in the same manner among all participants, a given set of data is required to be collected and that data is accurate and comparable. The data is analyzed and shared among participants. Participants can also select various peer groups within the framework to compare themselves with.

The implementing of data integrity policies and the systematic approach to insuring data accuracy will require a significant amount of time. The analysis and presentation to decision makers will also be a part of this process.

Through this process, community colleges hope to identify strengths, weaknesses and best practices so actions can be taken that will increase completers and graduation rates.

Much of the current data and requirements are geared towards four year schools and do not provide meaningful information to community colleges. The Framework for Accountability will specifically address community colleges.

SBOE Performance Measures:

Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data. Complete by 2016.

CSI Strategic Plan 2012-2017

Strategic Initiative 3: Performance and Accountability

Goal 4: Committee to continuous improvement and institutional effectiveness

Objective 4.2: Continually assess and improve the quality of, relevancy, efficiency and effectiveness of our systems, programs, services and processes.

Narrative Support:

The Community College Framework of Accountability will not only require us to improve the quality of our data and define the data we need to collect but give us access to comparable data from community colleges all over the country.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

CSI Performance Measures:

Acceptance into the Community College Framework for Accountability group.

Description:

This request will fund the necessary resources to get selective and high quality data to facilitate decision making that will positively impact students.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for a full time institutional researcher and a support staff position to complement our existing part time institutional research staff. Additional staffing is required to both meet the requirements of existing data requirements and to move forward into the Framework of Accountability program.

Currently a part time institutional researcher with a part time assistant is built into the base.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service

Position	FTE	Salary	Benefits	Total
Institutional Researcher	1.0	\$50,000	\$19,700	\$69,700
Researcher Assistant	1.0	\$30,000	\$15,700	\$45,700

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing resources will be redirected and existing resources will not be negatively impacted.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items will be needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for the positions to be funded from the General Fund.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will result in better data and better decision making based upon comparable data. It will have a positive impact upon the citizens of the State of Idaho and result in more efficient use of the dollars we have to get the results we want.

If this request is not funded, we will continue to do the best we can with what we have but will miss out on an opportunity to make meaningful, data driven changes to improve our operation.

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

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

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Original Submission X

or Revision No. ____

A: Decision Unit No: 12.03		Title: Idaho Falls Outreach Center			Priority Ranking 3 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	\$100,000				\$100,000
2. Benefits	49,500				49,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$149,500				\$149,500
OPERATING EXPENDITURES by summary object:					
Lease Payments	\$42,000				\$42,000
TOTAL OPERATING EXPENDITURES:	\$42,000				\$42,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$191,500				\$191,500

Supports Idaho State Board of Education 2013-2017 Strategic plan:

Goal 1: A well educated citizenry

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Goal 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Narrative Support:

Starting with the Spring 2012 semester CSI began offering a limited selection of first year college classes at Eastern Idaho Technical College (EITC). This request is to expand academic community college offerings in the Idaho Falls area. Working in cooperation with EITC, we will establish an outreach center to provide the courses necessary for core certification for academic students. With the articulation agreements that are already in place, Idaho Falls students will be able to complete the first two years of college at an affordable price.

As we have experienced with our other outreach centers, it is critical to have staff living, working and being a part of the community to build and maintain educational programs. The outreach center director and staff will need to work very closely with EITC concerning course offerings, workforce training and community education.

We are proposing establishing a 4,000 square foot outreach center consisting of four classrooms and an office area to serve as a base of operations. Additional instructional space will be leased from local high schools and EITC as needed. Since we are already offering an extensive amount of dual credit in eastern Idaho, we should be able to integrate into the high schools fairly easily.

Student tuition and fees will be the same as those at the College of Southern Idaho. We will be able to pay for instructional costs and other variable operational costs associated with the Idaho Falls program with the tuition and fee revenue.

Performance Measures:

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

Benchmark: 60% by 2020

Number of collaborative projects and amount of cost savings.

Benchmark: 10 Projects

CSI Strategic Plan 2012-2017

Goal 1: Demonstrate continued commitment to and shared responsibility for student learning and success.

Objective 1.1 Provide quality educational programs and experiences that prepare students to reach their educational and career goals

Narrative Support:

This request will provide community college classes at affordable prices in the Idaho Falls area. In cooperation with Eastern Idaho Technical College, community college services can be offered.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

CSI Performance Measures:

Serve 500 students in lower division academic classes in Idaho Falls and the surrounding communities by the Fall of 2016.

Description:

This request is to fund personnel costs for a director, student advisor and student service specialist to provide direct services to students. The request also includes \$42,000 for space rental for classroom and office space.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is to provide access to lower division academic programs at an affordable price to students in the Idaho Falls area. We are requesting funding to hire a director, student advisor and student service specialist to provide services in Idaho Falls.

This request also is for rental space for an outreach center in Idaho Falls. We are estimating that a four classroom area along with offices will require about 4,000 square feet. At a lease rate of approximately \$10.50 per square foot, this would cost approximately \$42,000.

There are currently no funds in our base for this activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service

Position	FTE	Salary	Benefits	Total
Center Director	1.0	\$43,000	\$18,200	\$61,200
Student Advisor	1.0	\$30,000	\$15,700	\$45,700
Student Service Specialist	1.0	\$27,000	\$15,600	\$42,600

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Our existing staff will absorb the supervision and mentoring of this new center staff. The students and staff will be absorbed into our existing operations. Existing operations will not be impacted by the addition of an Idaho Falls outreach center.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- c. List any additional operating funds and capital items needed.

Equipment and supplies will be provided by the College of Southern Idaho.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for ongoing General Funds support for three staff positions.

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?

Students, employers and the public will all be served by the College of Southern Idaho opening an outreach center in Idaho Falls. The addition of academic lower division community college classes will provide an affordable alternative to students pursuing a degree. The collaboration of CSI and EITC for workforce training and in the developing of programs to meet the needs of employers and the community will be very positive.

If this request is not funded, Idaho Falls will continue to be one of the largest metropolitan areas in the state without community college services. Students, employers and the public will be impacted.

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

The College of Southern Idaho has been assisting the College of Western Idaho (CWI) over the last four years. With CWI achieving Candidacy status for accreditation and becoming responsible for their registration and financial aid systems, CSI's role is diminishing. Based upon our experience with CWI, CSI would like to bring the community college access model to Idaho Falls. We are looking forward to a model that is as successful as CWI.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.04		Title: Graduation Rate Improvement			Priority Ranking 4 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	\$67,000				\$67,000
2. Benefits	34,200				34,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$101,200				\$101,200
OPERATING EXPENDITURES by summary object:					
1.Travel	\$5,000				\$5,000
2.Office Supplies & Postage	1,000				1,000
TOTAL OPERATING EXPENDITURES:	\$6,000				\$6,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$107,200				\$107,200

Supports Idaho State Board of Education 2013-2017 Strategic plan:

Goal 1: A Well Educated Citizenry

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Goal 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Narrative Support:

The Graduation Rate Improvement proposal supports the Board's strategic plan Goal 1, Objective B by focusing on systems that will encourage students to work towards a degree or certificate and stay on the proper educational track. The proposal also supports Goal 3 Objective A in that the efficiency of class offerings is increased as students work directly towards graduation.

Board Performance Measures:

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

Benchmark: 60% by 2020

Percent of first-year freshmen returning for second year.

Benchmark: 60%

CSI Strategic Plan 2012-2017

Strategic Initiative I: Student Learning and Success

Goal 1: Demonstrate a continued commitment to, and shared responsibility for, student learning and success.

Strategic Initiative 2: Responsiveness

Goal 2: Meet the diverse and changing needs and expectations of our students and the communities we serve.

Narrative Support:

The Graduation Rate Improvement proposal is a critical part in meeting CSI's strategic initiatives as listed above. We can no longer provide just access but must focus on graduation and certification. Students who are not on a well defined path to graduation or certification will not be eligible for financial aid or scholarships. This will prevent many of them from attending college. This proposal will help us develop systems to keep students in college on a graduation track that will result in increased completion rates.

CSI Performance Measures:

Retention

- Increase the percentage of first-time full-time students who return to CSI to continue their studies the following fall from 54% to 60% within five years.
- Increase the percentage of first-time and part-time students who return to CSI to continue their studies the following fall from 37% to 43% within five years.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Graduation

- Increase the percentage of first-time full-time students who graduate within 150% of “normal time” to completion for their program from 18% to 25% by 2016.

Transfer

- Increase the percentage of first-time full-time students who transfer within 150% of “normal time” to completion for their program from 14% to 20% by 2016.

Description:

The College of Southern Idaho (CSI) recognizes that focus has been shifting more and more from mere access to higher education to retention and student success: graduating with degrees or certificates that help students secure gainful employment. The U.S. Department of Education, accrediting agencies, the Idaho State Board of Education (SBOE), state and federal legislators, funding agencies, tax-payers and other constituents are calling for accountability and measurable outcomes. Funding agencies, including private foundations, are also focusing more and more on data and student success.

The Commission on Access, Admissions and Success in Higher Education (Commission), formed by the College Board, identified solutions to increase the number of students who graduate from college and are prepared to succeed in the 21st century. The Commission established 10 interdependent recommendations to reach its goal of ensuring that at least 55 percent of Americans hold a postsecondary degree by 2025.

The Commission recommended that the nation increase the number of 24 to 34 year olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.

CSI is fully committed to do its part in ensuring the future competitiveness of our students, state, and nation.

The Retention and Graduation Specialist and Student Services Specialist will work collaboratively to develop, implement, document, and provide training on the systems, tools, resources, processes, and procedures designed to assist degree-seeking students in meeting or exceeding Standards of Satisfactory Academic Progress (SAP) and to facilitate retention and timely graduation. The two proposed staff members will work closely with the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and other constituents to improve graduation rates at CSI.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

This request is for a full-time Retention and Graduation Specialist and a full time Student Service Specialist to develop systems, analyze data, and work with advisors, faculty, and students to increase retention and degree and certification completion rates. Improving graduation rates is a strategic initiative for both CSI and Board. Furthermore, taxpayers, legislators, U.S. Department of Education, and funding agencies are all asking for improved students success and higher completion rates. Higher education attainment is critical to the future competitiveness of our students, institution, state, and nation. CSI will be implementing new Satisfactory Academic Progress (SAP) standards and policy. These standards are geared towards helping students focus on retention and graduation.

Currently students are advised by professional advising staff and faculty concerning requirements for degrees/certificates. The current system is geared towards getting students in the right classes for the right majors. Students change majors, take jobs, end up with a number of unnecessary credits or within a few credits of being able to graduate. There is not a single point of contact and students currently do not have adequate support to help them meet or exceed standards of Satisfactory Academic Progress and ensure that they are making progress towards their programs, and that they graduate in a timely fashion with a certificate or degree.

There is not currently staffing for this particular activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service

1 FTE - Retention & Graduation Specialist - \$40,000 salary, Benefits of \$18,600, Anticipated Hire Date – July 1, 2014

1 FTE - Student Service Specialist - \$27,000, Benefits of \$15,600, Anticipated Hire Date-July 1, 2014

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The Retention and Graduation Specialist and Student Services Specialist will work closely with existing staff from the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and students.

The addition of staff dedicated specifically to implementing CSI's graduation initiative will help CSI understand and remove barriers to graduation, increase students' understanding of graduation requirements and SAP standards, and will ultimately help students graduate in a timely fashion.

Existing operations will be modified to emphasize completion from the first contact with the prospective student through completion of their educational program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- c. List any additional operating funds and capital items needed.

Operational funding needed is approximately \$5,000 for travel and \$1,000 for office supplies and postage. These will be ongoing operational expenses.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

We anticipate the salaries and operational costs to be paid for by our General Fund appropriation.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request directly serves students. The emphasis has changed from access to completion. New federal financial aid regulations require student academic progress towards graduation or certification. In order to retain students, help them graduate in a timely fashion, prepare them for gainful employment while meeting the needs of employers, we must change the way we advise students and create a culture of program completion.

If this request is not funded, we will continue to try to increase completion rates with existing staff. However, due to increased enrollment over the last few years, we are advising several hundred more students with the same number of advising staff, which does not leave time to carefully analyze data and develop systems, resources, and tools necessary to significantly impact graduation rates. Due to new student academic progress requirements and the sheer number of students advisors and faculty have to see, it will be difficult to make a significant impact without a new position to lead this effort. Students will be impacted as will the institution if completion rates are not improved. Improved graduation rates also benefit our state and nation.

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

This was also our number 6 priority last year and is our number 4 priority this year.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: College of Southern Idaho
FUNCTION: College of General Education

Agency No.: 501

FY 2015 Request

Function No.: 02

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ACTIVITY: General Education

Activity No.:

A: Decision Unit No: 12.05		Title: CSI STEM Initiative			Priority Ranking 5 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS: Full-time STEM Coordinator					
1. Salaries	\$106,500	Use State Benefit Rates			\$106,500
2. Benefits	52,600				52,600
TOTAL PERSONNEL COSTS:	\$159,100				\$159,100
OPERATING EXPENDITURES by summary object:					
1. Travel	\$6,000				\$6,000
2. Office Supplies & Postage	3,000				3,000
3. Instructional Supplies	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$19,000				\$19,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$178,100				\$178,100

Supports institution/agency and Board strategic plans:

Supports Idaho State Board of Education 2013-2017 Strategic Plan

Goal 1: A Well Educated Citizenry

Objective B: Higher Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Goal 2: Critical Thinking and Innovation

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Narrative Support:

The i-STEM proposal supports Goal 1, Objective B by developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities. These opportunities strengthen curriculum development, pedagogical knowledge, and instructional delivery

The i-STEM proposal supports Goal 2, Objective C by addressing the need of the State to develop, recruit, and retain highly qualified teachers in STEM subjects

The i-STEM proposal supports fostering relations between CSI and Region IV and State constituents to develop, promote, and foster science, technology, engineering and math (STEM) education, teacher professional development, and workforce training through collaborative efforts and opportunities

Performance Measures:

High School Graduation rate as defined in the Accountability Workbook.

Benchmark: 90%

Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test.

Benchmark: 100% for both 5th and 10th Grade students in Reading, Mathematics, Language, and Science subject areas.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

CSI Strategic Plan 2012-2017:

Strategic Initiative 1: Student Learning and Success

Goal 1: Demonstrate a continued commitment to, and shared responsibility for student learning and success

Strategic Initiative 2: Responsiveness

Goal 2: Meet the diverse and changing needs and expectations of our students and the community we serve.

Narrative Support:

The i-STEM proposal supports CSI Strategic Initiative 1 Goal 1 and Strategic Initiative 2 Goal 2 by preparing K-14 students and thus developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities.

CSI Performance Measures:

1. Increase the number of students entering in STEM education and utilizing STEM resources:
 - a. Develop a dual credit stem academy by 2015
 - a. Develop a CSI STEM club by Fall of 2014
 - b. Increase the number of CSI pre-service teachers (majors) in STEM fields by 10%
 - c. Develop a CSI STEM resource room by Fall of 2014
2. Improve student engagement in STEM subjects:

Offer at least one regional STEM fair, competition, camp, activity, and organization geared towards elementary and dual credit students. Examples include a STEM strand for "I'm Going to College" for 6th graders, "Girls in Technology," "Science Camp," and a dual credit STEM fair and a dual credit STEM club.
3. Increase in-service teachers participating in STEM-related activities:

Develop a STEM team in each school district in Region IV (22 districts) that actively participates in a Region IV STEM activity, institute, or program by 2014.
4. Increase the number of highly qualified teachers to meet the demand in STEM subjects:

Maintain and increase professional development opportunities in STEM education--ongoing
5. Identify and respond to the specific STEM needs of external constituents:

Develop an advisory committee that includes members from CSI, K-12, university, industry, and employment organizations.

Description:

CSI is dedicated to STEM. By providing a STEM Coordinator, faculty person, administrative support and operating expenditures, CSI can develop, organize, and offer ongoing activities and initiatives that promote STEM education in Idaho. Funding this request will provide CSI with the resources to develop a highly qualified STEM workforce through teacher education which will include in-service teacher development workshops, seminars, summer institutes and other support activities. These opportunities will strengthen curriculum development, pedagogical knowledge and instructional delivery. This program will also assist the State of Idaho in developing, recruiting and retaining highly qualified teachers in STEM subjects.

Although there are various activities and efforts between the Idaho National Laboratory, public schools, private grants and higher education concerning getting students to pursue degrees in STEM, there is no coordinated effort in Region IV. This decision unit will provide staffing to provide not only coordination but support for teachers in these subjects. The programs have to begin in K-12 education and progress through high school and into college.

Our goal is to demonstrate an unwavering commitment to, and shared responsibility for, STEM education by engaging K-14 students in STEM activities, preparing and developing pre- and in-service teachers in STEM education, and addressing the needs of industry in STEM fields. We feel this can only happen by having a coordinated, comprehensive approach that involves administration, instructional support and clerical support.

Through this decision unit, we would ensure that our children will gain the knowledge, skills, perspectives, and confidence to be successful in a global society and economy that is becoming increasingly dependent upon STEM fields.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI is requesting a full-time STEM coordinator (1FTE), a faculty person (1FTE) and office support personnel (1FTE) to develop, coordinate, and implement STEM activities and education on the CSI campus and throughout Region IV. This will enhance, develop, and promote excellence in STEM education and thus Idaho's future in STEM related fields.

CSI has conducted STEM activities on a limited basis with a part time instructor involved in bringing local school children to campus. These activities will continue with additional support from this decision unit. There is not funding in our base for STEM activities.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

1 FTE STEM Coordinator: \$45,000.00 (salary) \$19,600 (benefits)

1 FTE STEM Faculty: \$39,500 (salary) \$18,500

1 FTE STEM Office Specialist: \$22,000 (salary) \$14,500 (benefits)

Anticipated date of hire: July 1, 2014

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

All three positions will be new positions. The STEM Coordinator position will release concerted efforts and time for existing employees, allowing current employees to focus and funnel STEM-related activities and current duties.

- c. List any additional operating funds and capital items needed.

Operating Expenditures:

- Travel: \$6,000 (monies for STEM conferences/workshops, state and regional activities, i-STEM Summer Institute, and school districts and external constituents support.)
- Office Supplies: \$3,000 (monies for printing and duplicating, marketing, and promotion of STEM.)
- Instructional Supplies: \$10,000 (monies for instructional resources related to STEM development, enhancement, and support.)

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The funding source for this project will be the General Fund. We will utilize these positions to assist in getting more funding into STEM programs through grants, donations and in-kind services

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary benefactors of this project will be students. Additionally, K-12 teachers will receive training and support in delivering STEM activities. This request serves and greatly affects STEM in Region IV and the State, specifically CSI, K-16 education, Board and industry.

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

Occupancy costs were our number one priority in our 2014 request. This request was our number four priority last year and is our number five priority this year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Occupancy costs for our new Applied Technology and Innovation Center is our number one priority for 2015.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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Original Submission X or

Revision No. ____

Voluntary Framework of Accountability A: Decision Unit No: 12.01 Title: Priority Ranking 1 of 3					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$50,000				\$50,000
2. Benefits	15,000				15,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$65,000				\$65,000
OPERATING EXPENDITURES:					
Establish M & O budget:					
Travel	\$3,000				\$3,000
Staff Development	1,500				1,500
Supplies	1,000				1,000
Memberships	1,500				1,500
Subscriptions					
Misc. (software)	9,600				9,600
TOTAL OPERATING EXPENDITURES:	\$16,600				\$16,600
CAPITAL OUTLAY by summary object:					
Remodeling Space	\$10,000				\$10,000
Furniture	5,000				5,000
Computer	2,000				2,000
TOTAL CAPITAL OUTLAY:	\$17,000				\$17,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$98,600				\$98,600

Supports institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Delivery Systems-The college will use the Voluntary Framework for Accountability student tracking system to analyze the effectiveness and efficiency of the educational resources used to educate and graduate its students.

- **Objective B: Higher Level of Educational Attainment** – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Allows students to opt out and back into their course of study by using a tracking system that is data driven and allows the tracking of students over a long period of time.
- **Objective C: Administrative Efficiencies** – Will allow the three community colleges to speak with one voice and allow the legislature to compare apples to apples with regards to student tracking information provided to them by the colleges.

Narrative Support:

The Presidents' of the three community colleges have met on a regular basis to discuss items of importance to the colleges and one of their priorities has been to respond to legislative concerns that the data provided to them by the three colleges does not allow them to compare apples to apples and thus not to be able to come up with effective solutions to help the community colleges meet the goals of the Complete College Idaho (CCI) initiative.

Description:

The Voluntary Framework for Accountability is a very intensive student tracking and analysis system created by the American Association of Community Colleges (AACC) specifically for community colleges by community colleges that allows North Idaho College to track a cohort of students for 6 years whether at work or in school. The system will track academic students, PTE students and Work Force Training Center non-credit students. All three community colleges have agreed to use the Voluntary Framework of Accountability tracking system beginning with academic year 2013-2014.

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?**

NIC is requesting funds for: a full-time position that needs to be dedicated to analyzing the data produced by this very data intensive system to tie the results back to the CCI initiative; remodel current space into office space; provide software costs and software maintenance; supplies; and travel including at least three trips per year to Boise to participate in conferences and travel for professional development.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

2. What resources are necessary to implement this request?

- a. Salary request for 1 full-time staff benefitted staff position.
- b. Office furniture, office space remodeling, software purchase and appropriate maintenance costs, professional development travel and travel to attend three conferences in Boise. Office supplies.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The funding source for this request would be general funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted

- a. Students from the five northern counties served by North Idaho College and Eastern Washington in addition to Kootenai County taxpayers and the State of Idaho. The tracking of students will allow the college to provide better educational options for students and improve retention efforts for students. Kootenai County taxpayers will benefit from better prepared students and better utilization of tax dollars in the education of students. The State of Idaho will benefit from consistent data from the community colleges that will allow for more informed decisions regarding the allocation of state funds.
- b. If not funded information provided by the community colleges to the state would continue to not be consistent between the three colleges allowing for less informed financial decisions regarding the allocation of state funds to the colleges. The quality of education for students will not improve as much as it could and appropriate use of funds to educate students will be less efficient.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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Expansion of Sandpoint Outreach Center					
A: Decision Unit No: 12.02	Title: Center			Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.0				4.0
PERSONNEL COSTS:					
1. Salaries	\$178,400				\$178,400
2. Benefits	55,900				55,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$234,300				\$234,300
OPERATING EXPENDITURES by summary object:					
Increase Lease costs for add'l space	\$28,000				\$28,000
Travel	5,000				5,000
Office Supplies	5,000				5,000
Janitorial Cost	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$48,000				\$48,000
CAPITAL OUTLAY by summary object:					
Desks, Chairs, Computers	\$20,000				\$20,000
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$302,300				\$302,300

Supports institution/agency and Board strategic plans:

GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Performance Measures: Number of collaborative projects and amount of cost savings.

Narrative Support:

In the summer of 2012, North Idaho College relocated its Sandpoint Center to downtown Sandpoint. The expansion of the existing lease will allow the college to expand its program offerings to include theater arts programming, culinary arts and to offer enough space to cooperatively work with the University of Idaho and Lewis Clark State College to offer education beyond the two year level to the citizens of Bonner County and surrounding areas. The college was able, with the help of the local Sandpoint Urban Renewal District, to obtain increased education space at a lower cost than the former location. By relocating and expanding the center we are allowing citizens of North Idaho to have greater access with less travel to the educational opportunities provided by North Idaho College.

Description:

North Idaho College's Sandpoint Outreach Center can be expanded to provide a more comprehensive set of services to this important part of NIC's service area. The current space does not easily allow NIC to offer a variety of courses, either for credit or on the non-credit side. Expansion would allow enough classroom space to accommodate programs being requested by our constituents in the area. As the center is a former high school, the location provides a large multipurpose room and theater area that can be used to expand class offerings.

In addition, the larger space will allow for us to house NIC's Area Agency on Aging Sandpoint offices offering seniors support through that agency in conjunction with courses specifically designed for seniors. The new Sandpoint Center is also across the street from the Sandpoint Center of North Idaho College's Head Start program. This location allows for additional synergies between the entities and their programs.

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?

NIC is requesting funds to lease additional space and hire additional staff to expand course offerings and student support services for students in Bonner County. Current staffing level for the Sandpoint outreach office includes a full time center assistant and two full time faculty plus additional part-time staff as needed.

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.

Salary request is for one full-time benefitted faculty member, two full-time benefitted professional staff members (an academic advisor and a financial aid advisor) and one full-time admission and registration support staff.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

n/a

- c. List any additional operating funds and capital items needed.

Additional lease space was calculated at current cost of \$14/square foot for an additional 2,000 square feet. Other operating expenses include costs for computers, desks and other office necessities for the four new positions. Travel is for the additional staff members to go to local schools and businesses as well as to come to the main campus for training and collaboration. The janitorial costs are for an outsourced cleaning service estimated at \$5 per additional square foot per year.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.)

The funding source for this project would be General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

a. Students of Bonner County, Boundary County and Northern Kootenai County will have more course options and services available to them locally. This will also better serve dual credit students in the high schools in these counties as well as provide addition support to the Area Agency on Aging and HS outreach centers in the area. It will allow us to customize training programs for the adult workforce in Bonner County to better support local industries and those currently unemployed.

b. If the request is not funded, students in the above mentioned areas will need to continue to travel to the main campus for programs and student support services not currently offered in Sandpoint.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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A: Decision Unit No: 12.03		Title: Establish Veteran's Center			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$45,000				\$45,000
2. Benefits	15,000				15,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$60,000				\$60,000
OPERATING EXPENDITURES:					
Establish M & O budget:					
Travel	\$1,500				\$1,500
Staff Development	4,000				4,000
Supplies	5,000				5,000
Memberships	1,000				1,000
Subscriptions	1,000				1,000
Misc.	5,000				5,000
TOTAL OPERATING EXPENDITURES:	\$17,500				\$17,500
CAPITAL OUTLAY by summary object:					
Computers	\$5,000				\$5,000
Printer	900				900
Workstation	3,000				3,000
Furnish Center	10,000				10,000
IT infrastructure (drops & phones)	1,000				1,000
TOTAL CAPITAL OUTLAY:	\$19,300				\$19,300
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$96,800				\$96,800

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Supports institution/agency and Board strategic plans:

This initiative is supported by both the State Board of Education Strategic Plan and North Idaho College's Strategic Plan:

State Board of Education Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

North Idaho College Strategic Plan:

THEME II: STUDENT SUPPORT

Goal 1: Improve student access.

Goal 2: Implement initiatives to increase student success

North Idaho College Core Accreditation Themes

The college mission is reflected in its three accreditation core themes:

Student Success: Provide access to an education environment that helps students attain their education goals.

Educational Excellence: Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.

Community Engagement: Enhance the quality of life for our students and communities.

Performance Measures: Performance will be measured by assessing the total number of veterans that attend NIC, the retention and completion of their educational goals and their satisfaction with their experience at NIC.

Narrative Support: The need for support of veterans returning to school is well documented. Many veterans are returning from combat with traumatic brain injuries, PTSD and other physical and emotional insults. They have been in the military system which has a different mindset and way of operating than academia and they need additional support to learn how to adapt to the educational world. The faculty and staff need training on the challenges that are unique to student veterans. The veterans need the opportunity to connect and support each other. They are used to the camaraderie of military life. There is a need for people and a physical location specific to their needs and to help them successfully transition and become more independent for their educational and job success. It is important that they can get accurate information regarding their Veterans' benefits for school and any others that they may be eligible to receive.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Description: The goal is to have a veteran's center that would house the veteran's benefits coordinator, an academic advisor and a center where the veterans can connect and feel safe. In addition to the social aspect, the center would also have computers where they could study and perhaps develop a peer tutoring program. The staff would work together to maintain an environment that is welcoming and supportive of the veterans and understanding of their special needs. They would also assess the veterans needs for any additional services, any pre-college programs to help them improve skills that would add to their academic success (i.e. reading, math, writing.) Additionally, the staff has to be knowledgeable of community and veterans services to support the veterans and refer them as needed.

Questions:

1. **What is being requested and why?** The money requested is to support hiring an advisor and furnishing a physical space. That includes computers for student stations as well as for the staff.
2. **What is the agency staffing level for this activity and how much funding by source is in the base?** We currently have a veteran's benefits coordinator who assists them in completing the necessary paper-work and knows the guidelines for the various choices of GI bills that the student may have as options.
3. **What resources are necessary to implement this request?** Funding is needed to hire an advisor and establish a dedicated area on our campus for Veterans.
4. **Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

One-time funding request is for \$19,300 to establish an office and center. Personnel funds of \$59,918 are requested to fund a full-time advisor with benefits. On-going M & O funding of \$17,500 is requested for supplies, memberships, training, and programming.

Once the Veteran's center is up and running we will actively seek out grants to support and expand services. We will also advocate for general fund support.

5. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?** The veterans who attend North Idaho College are impacted by this request. If this funding is approved, we will have the ability to better serve the veterans who attend NIC as well as provide a welcoming environment to those who would come here but might choose to go someplace else that is more "Vet friendly." Additionally, the staff and instructors that serve the current veteran students will be impacted by not having the appropriate training and support to help them help the students succeed.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College of Western Idaho
FUNCTION: General Education

Agency No.: 507

FY 2015 Request

ACTIVITY: Strategic Initiative -
Academic Support

Function No.: 07

Activity No.:

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A: Decision Unit No: 12.02		Title: Nursing Staff Funding			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	7.00				7.00
PERSONNEL COSTS:					
1. Salaries	\$ 426,707				\$ 426,707
2. Benefits	178,493				178,493
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$ 605,200				\$ 605,200
OPERATING EXPENDITURES by summary object:					
1. Operating expenses	\$ 14,600				\$ 14,600
TOTAL OPERATING EXPENDITURES:	\$ 14,600				\$ 14,600
CAPITAL OUTLAY by summary object:					
1.	\$ 1,200				\$ 1,200
TOTAL CAPITAL OUTLAY:	\$ 1,200				\$ 1,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 621,000				\$ 621,000

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho (CWI) will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success.

Goal # 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

Objectives

Develop resource allocation guidelines to effectively deliver programs and services.

Institutional Priority 3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue while improving operating efficiencies.

Objectives

Increase revenue to fund enhanced college operations including infrastructure.

Idaho State Board of Education 2012-2016 Strategic Plan

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access

Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

GOAL 3: Effective and Efficient Delivery Systems

Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent

Increased productivity and cost-effectiveness.

Description:

CWI (and previously at Boise State University/Selland College) has been funded from State Division of Professional Technical Education (SDPTE) state allocated funds. The SDPTE directed CWI to begin a 3-year transition from PTE allocated funds to CWI

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

general funds. This will require CWI to direct existing resources to the nursing program, taxing an already tight operating budget in light of explosive enrollment overall.

Questions:

What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests the total budget amount needed for the move of the existing PTE nursing program to General Education because of the AS requirement for nursing degrees. CWI and its Trustees have put emphasis on health related programs in general and Registered Nursing in particular due to the need in Idaho for health professionals. The shift from PTE to Gen Ed will put a burden on CWI's ability to expand into additional AS and AA programs such as agriculture and pharmacy technology. Funding of nursing will permit CWI to expand into other programs that will have equal importance to the region, but are not PTE related programming.

1. 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.

Seven positions are involved: seven nursing faculty and one academic advising position (total salary and benefits \$ 605,200). The nursing faculty have 9.0 or 9.5 month appointments and the academic advising position is a 12 month employee. All eight positions receive benefits. All positions currently have CWI employees in them.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

As noted above, all positions are currently employed by CWI. Existing operations will continue as planned. If additional state funding was approved, CWI resources would be freed up to assist with accommodating rapid enrollment growth.

- c. List any additional operating funds and capital items needed.

No additional funds will be requested in future years.

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

All funds requested are State General Funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Nursing students at CWI will be directly served by these positions; CWI general education students will be indirectly served if State funds are directed to this purpose instead of having CWI operating funds used.

4. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This Line Item was prioritized as #1 in the FY 2014 CWI budget request, but was not funded. It is the #2 priority for FY 2015, because Occupancy Costs is the #1 priority.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: College of Western Idaho
FUNCTION: General Education

Agency No.: 507

FY 2015 Request

Function No.: 07

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ACTIVITY: General Education

Activity No.:

A: Decision Unit No: 12.03		Title: Virtual One-Stop Student Services			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$ 70,000				\$ 70,000
2. Benefits	29,500				29,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$ 99,500				\$ 99,500
OPERATING EXPENDITURES by summary object:					
1. Operating expenses - misc	\$ 15,900				\$ 15,900
2.					
TOTAL OPERATING EXPENDITURES:	\$ 15,900				\$ 15,900
CAPITAL OUTLAY by summary object:					
1.Call center technology upgrades	\$80,000				\$80,000
TOTAL CAPITAL OUTLAY:	\$80,000				\$80,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 195,400				\$ 195,400

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho (CWI) will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success. The CWI community will engage students and provide timely, relevant, and effective support.

CWI will proactively cultivate pathways for continued student success beyond CWI by expanding CWI's transfer program and creating a CWI-based Transfer Center.

CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.

CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.

Institutional Priority 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

Objectives

Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

Institutional Priority 3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources by institutionalizing a number of practices, such as improving operating efficiencies and implement strategies to increase revenue.

Idaho State Board of Education 2013-2017 Strategic Plan

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

GOAL 3: Effective and Efficient Delivery Systems

Ensure educational resources are used efficiently.

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Description

The College of Western Idaho provides a variety of traditionally stand-alone student-related services within a single One-Stop environment. Enrollment, registrar, financial aid, etc., services are provided in a comprehensive fashion to students in person. With the significant growth of online students, CWI must also provide these services in an online manner.

Expand and improve CWI's ability to deliver Student Support Services and Enrollment assistance to individuals who are exploring educational or career training programs available through CWI. Support enrolled students in solving issues related to Financial Aid, registration and program advising, obtaining information related to all areas of student life, and Career Services for both "bricks and mortar" and online students. This concept is currently supported using separate applications of "call center" technology, email response systems and WEB-based contact procedures. CWI anticipates developing a common technology platform that will support "call center" functions, WEB and Portal-based communications procedures and "live chat."

All of the CWI One-Stop Centers focus upon the following key functions/objectives:

- Integrating the Intake Functions for all CWI offerings; ABE, Non-credit (Center for Workforce Development) and Credit (Course and program enrollment) and increase participation in online learning opportunities.
- Blending Outreach, Admissions, Financial Aid, Registrar, and Academic & Career Advising Services to meet the needs of our students.
- Adapting the Customer Service Center Approach as our "Best Practices Model."
- Blending On-line or e-functions, Call-in/Call-out services, Multiple campus-based Customer Service Centers, One-Stop Centers apply Call Center methodologies, Site-based Service Centers and E-technologies to provide strong, seamless student services.
- A system that provides one door – to all of CWI's learning opportunities - ABE, Non-credit and Credit offerings.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests two Enrollment and Student Support Specialist positions, related operating expenses and a technology upgrade for the One-Stop call center. As of May 22, 2013, CWI has 30 Specialists on staff.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Enrollment and Student Support Specialist, full-time, benefit eligible. Anticipated hire date July 1, 2014. Current salary \$ 22,400 (minimum), \$29,000 (midpoint).
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing One-Stop staff are dynamically assigned to face-to-face vs. online support. Adding additional staff for online support, with technology upgrades, will enhance the advising process.
 - c. List any additional operating funds and capital items needed.

None
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

All funds requested are state General Funds.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All potential and current CWI students will be served by enhancing the virtual one-stop student services process. As CWI continues to experience explosive enrollment growth without substantial funding increases, adding additional staff for traditional face-to-face advising is not feasible.
5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This item was Priority #2 in the final CWI budget request for FY 2014. Priority #1 from FY 2014 is Priority #2 for FY 2015. Neither was funded in the FY 2014 state appropriation to CWI.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

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Original Submission X or

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Voluntary Framework of Accountability					
A: Decision Unit No: 12.04	Title: Accountability			Priority Ranking 4 of 5	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$ 73,500				\$ 73,500
2. Benefits	33,700				33,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$107,200				\$107,200
OPERATING EXPENDITURES by summary object:					
1. Staff Development	\$ 3,000				\$ 3,000
2. Supplies	1,000				1,000
3. Travel	4,200				4,200
4 Misc. (Software Licenses)	3,200				3,200
TOTAL OPERATING EXPENDITURES:	\$ 11,200				\$ 11,200
CAPITAL OUTLAY by summary object:					
1. Furniture	\$2,000				\$2,000
2. Computer	3,000				3,000
TOTAL CAPITAL OUTLAY:	\$5,000				\$5,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 123,400				\$ 123,400

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.

CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.

Idaho State Board of Education 2013-2017 Strategic Plan

GOAL 3: Effective and Efficient Delivery Systems

Ensure educational resources are used efficiently.

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.

Narrative Support:

The Presidents' of the three community colleges have met on a regular basis to discuss items of importance to the colleges and one of their priorities has been to respond to legislative concerns that the data provided to them by the three colleges does not allow them to compare apples to apples and thus not to be able to come up with effective solutions to help the community colleges meet the goals of the Complete College Idaho initiative.

Description:

The Voluntary Framework for Accountability is a very intensive student tracking and analysis system created by the American Association of Community Colleges (AACC) specifically for community colleges by community colleges that allows College of Western Idaho to track a cohort of students for 6 years whether at work or in school. The system will track academic students, PTE students and Work Force Training Center non-credit students. All three community colleges have agreed to use the Voluntary Framework of Accountability tracking system beginning with academic year 2013-2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests funding for two full-time positions and related operating expenses and capital outlay to analyze the data produced to include: computer, furniture, software licensing, supplies, professional development and related travel.

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.

Project Manager III and Admin. Assistant II, full-time, benefit eligible. Anticipated hire date July 1, 2014. Current salary \$ 44,500 and 29,000 (midpoint), respectively.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None

- c. List any additional operating funds and capital items needed. None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

All funds requested are state General Funds. The request is ongoing except \$5,000 for capital outlay items.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All potential and current CWI students will be served as will the State Board of Education and the three community colleges as CWI will be providing data in a manner consistent with the other community colleges.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This item was not listed in the final CWI budget request for FY 2014. Collaboration among all three community during this year created the shared idea.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: Dual Credit Expansion

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

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A: Decision Unit No: 12.05		Title: Dual Credit expansion			Priority Ranking 5 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$ 85,000				\$ 85,000
2. Benefits	36,100				36,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$121,100				\$121,100
OPERATING EXPENDITURES by summary object:					
1. Dual Credit Program	\$20,000				\$20,000
2. Scholarships	100,000				100,000
TOTAL OPERATING EXPENDITURES:	\$ 120,000				\$ 120,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 241,100				\$ 241,100

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho (CWI) will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success.

Idaho State Board of Education 2013-2017 Strategic Plan

GOAL 1: A WELL EDUCATED CITIZENRY – The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

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.

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?

Request is to expand the existing CWI Dual Credit program, particularly to include a new component of 'college readiness services' (see below). This approach is currently being piloted by CWI in six alternative high schools, with significant success in terms of preparing high school students for postsecondary education. Additionally, CWI's experience shows the largest barrier to entry into a Dual Credit program is financial: students do not have family funds to pay the dual credit costs. This request includes \$100,000, which would allow 500 students to take one three-credit course.

Dual credit has the potential to become a tangible link between secondary and post-secondary education. CWI has shifted its dual credit philosophy, when serving alternative schools, from simply focusing on curricular alignment to incorporating college readiness into its services. Since the implementation of this program the alternative schools involved in the project have grown their dual credit offerings, and the number of students going on to pursue a post-secondary degree or certificate has more than tripled in each school.

CWI administration believes that incorporating student support services into the dual credit program in a holistic way could change the course of dual credit throughout the state of Idaho. If provided the opportunity, the College of Western Idaho would like to expand its ability to provide important student service support to all partnering schools above and beyond curriculum alignment. Scholarship support would offer

BUSINESS AFFAIRS AND HUMAN RESOURCES
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an opportunity to break down barriers to students who would not have the ability to take advantage of dual credit otherwise. Increasing staffing in the dual credit office would greatly boost our ability to provide students with dual credit orientations, college advising workshops, campus tours and other support that will educate students on how to utilize their dual credits and transition into a post-secondary institution, as well as train teachers and counselors more efficiently in order to create sustainable dual credit programs within schools.

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.

Professional student services admissions staff. Exact job title unknown, but will fit into the existing CWI student services job titles. Salary midpoint of \$ 42,500. Positions will be full-time, benefitted. Anticipated hire date would be July 1, 2014.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

CWI currently has three staff involved in the dual credit program, including a Director, administrative support, and one outreach coordinator.

- c. List any additional operating funds and capital items needed.

None requested outside of this Line Item.

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.

Funds requested are ongoing, for staff, regular operating expenses and scholarships.

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?

CWI expects to serve 40 additional high schools with the 'college readiness services' model. Estimated number of additional high school students served is 1,000.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This request has not previously been made.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Ag Research/Extension
FUNCTION: Agricultural Research &
 Extension Service

Agency No.: 514

FY 2015 Request

Function No.: 02

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 Original Submission X or
 Revision No. ____

ACTIVITY: General Education

Activity No.:

Personnel and Operating Expenditures					
A: Decision Unit No: 12.01	Title:			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.0				4.0
PERSONNEL COSTS:					
1. Salaries	\$220,000				\$220,000
2. Benefits	90,000				90,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$310,000				\$310,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	\$1,200,000				\$1,200,000
TOTAL OPERATING EXPENDITURES:	\$1,200,000				\$1,200,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,510,000				\$1,510,000

Supports institution/agency and Board strategic plans:

Goal 3, Objective A

In order to meet society's critical needs in the area of agriculture, we must be able to adequately fund the operations of the Agricultural Research and Extension Service (ARES) so that we can participate in the exchange of knowledge and resources and have a positive impact on Idaho and beyond.

Performance Measure: Align personnel costs with operating costs to achieve a balance that is sustainable.

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Because ARES is severely underfunded in operating, we have qualified employees to conduct research and extension activities but lack the funding needed to allow them to succeed in their areas of expertise.

Description:

The College of Agricultural and Life Sciences, is Idaho Agricultural Experiment Station and its Cooperative Extension System face a number of major program challenges in our responsibilities to serve the people of Idaho and meet the essential needs of the State's increasingly important agricultural industry. Among these challenges, several issues loom as extremely critical for Idaho's agriculture and constitute program areas for which we are inadequately invested in scientific and operational resources.

The costs of maintaining current operations increases annually due to inflation. ARES appropriated funding for operating budgets has not kept pace with inflation and in fact has been drastically reduced in recent years due to the poor economy. Because of this reduced funding our ARES base programs have suffered. Significant cost increases in travel, utilities, fuel, animal feed and agrichemicals, laboratory supplies, repair and maintenance of field and specialized laboratory equipment, and other expendable items have eroded our budget, along with the marked budget reductions, and decreased the college's ability to maintain minimally adequate support fund levels for college programs.

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 the following resources:

Salary (2 FTE) for Faculty

Clinical Research Faculty – Potato Pathology (Pale Cyst Nematode Eradication and Management)

In 2011, Idaho was number one in the USA in all potato production and potatoes were ranked first in value of Idaho crop production at nearly \$980 million. Pale cyst nematode (PCN) is a serious invasive pest of potato and is found in the USA only in Idaho. Left uncontrolled PCN can cause up to 80% yield loss, and worldwide accounts for more than 12% yield loss in potatoes. Idaho exports potatoes to more than 15 countries worldwide. The USA exports about 1,366,000 metric tons of potatoes per year with an estimated value of \$1.35 billion. As the largest potato-growing state in the USA, Idaho contributes greatly to this number. PCN infestation could cause a ban on export of Idaho potatoes. A proactive approach requires the development of PCN eradication tactics specific for Idaho potato production conditions. A 100% clinical research faculty position (non-tenure track) is needed to develop effective PCN eradication tools that can be used to protect Idaho's number one crop. The research program will develop and implement biological and chemical eradication strategies for PCN, which will eliminate existing infestation of

the pest and prevent further invasion of potato fields in Idaho. The goal is to protect Idaho's potato industry from this serious and invasive pest.

Tenure Track Research and Extension Faculty – Barley Agronomist

In 2011, Idaho ranked number one in the USA in barley production and barley was ranked sixth in value of crop production in Idaho at over \$300 million. Barley was harvested from 500,000 acres; over 92% of Idaho's barley was grown in south central and eastern Idaho. A tenure-track assistant professor barley agronomist faculty position is needed to advance this important Idaho agricultural industry. The position will be 70% research and 30% extension, and will be located at the Aberdeen Research and Extension Center in eastern Idaho. The research and extension program will address significant state, regional and national issues related to best management practices for sustainable barley production, including soil nutrient management for yield and end-use quality, plant health and productivity, precision agriculture, and protection of soil and water quality. The recently established Idaho Barley Commission \$1 million Idaho Barley Agronomy Endowed Professorship will provide funding to help support this barley research and extension program.

Salary (2 FTE) for Technical Support

Technical support position to support research in Potato Pathology (Pale Cyst Nematode Eradication and Management). The position will be located in Moscow on the University of Idaho campus. The support staff will assist the principle investigator with the development of new, improved PCN eradication tools that can be used to protect Idaho's potato crop. Principal responsibilities include supervising day-to-day operations of field, greenhouse, and laboratory aspects of the program; writing extension and research articles, reports and grants proposals, and preparing and presenting information to stakeholders.

Technical support position to support research and extension in Barley Agronomy. The position will be located at the Aberdeen Research and Extension Center. The support staff will assist the principle investigator with the development of new, improved best management practices for sustainable barley production, including soil nutrient management for yield and end-use quality, plant health and productivity, precision agriculture, and protection of soil and water quality. Principal responsibilities include supervising day-to-day operations of field, greenhouse, and laboratory aspects of the program; writing extension and research articles, reports and grants proposals, and preparing and presenting information to stakeholders.

Operating funds in the amount of \$1,200,000 to meet the base operational needs of the Idaho Agricultural Experiment Station and the Cooperative Extension Service programs. Previous budget reductions have eroded the funding source to maintain current operations at Research and Extension Centers throughout the state, disseminate information to the people of Idaho and meet the needs of the agriculture

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

industry. This funding is needed for current staffing to conduct research and extension activities in their areas of expertise.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

See #1 above

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No positions are available to redirect to barley agronomy or potato pathology because ARES budget reductions during FY2009 through FY2011 caused College Agriculture and Life Sciences (CALS) to eliminate over 70 faculty and staff positions. These positions have not been refilled.

- c. List any additional operating funds and capital items needed.

See #1 above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

100% of the requested \$1,510,000 is recurring state general fund funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The citizens of Idaho, the agricultural industry, and our growing export markets will be better served through improved research and extension activities if this funding request is approved. The same constituent groups will suffer if the request for operating expenditures is not approved.

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

This request was a high priority for FY14 also and will continue to be in future years due to the increased costs of operating research and extension intensive facilities.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AUGUST 15, 2013

AGENCY: Health Programs
FUNCTION: WWAMI Medical
 Education

Agency No.: 515

FY 2015 Request

Function No.: 02

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ACTIVITY: Strategic Initiative

Activity No.:

Continuation of Five Medical School Seats for WWAMI TRUST Program (Year Two of Four).					
A: Decision Unit No: 12.01	Title: Continuation of Five Medical School Seats for WWAMI TRUST Program (Year Two of Four).			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$252,400				\$252,400
LUMP SUM:					
GRAND TOTAL	\$252,400				\$252,400

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

Performance measure: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.

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Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

Performance measure: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

Performance measure: the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance measure: the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

Performance measure: Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

Description:

This is a request for the continuation of funding for the five Idaho TRUST (Targeted Rural Under-Served Track) students added in the FY14 Budget, who will now be continuing on into their second year of medical training in the WWAMI program at the University of Washington School of Medicine in Seattle.

The goal of the TRUST program is to provide an ongoing training connection between community workforce needs, medical education, and rural healthcare providers in Idaho. TRUST medical students will be specifically selected for their experiences and backgrounds in rural and underserved Idaho, and their commitment to returning to such communities to work as physicians where they are most needed. With a four-year curriculum that combines traditional medical training with additional classroom and clinical experiences developed around rural and underserved healthcare needs, TRUST students will develop long-term relationships with Idaho's rural communities and physicians. The TRUST program is designed to admit, educate, place, train, and retain local Idaho students as future Idaho physicians.

Budget support for Year 2 is in the form of Trustee/Benefits payments under the WWAMI contract. No new positions, staffing, capital, or operating funds are included in this request. The increase in State funding goes entirely for medical student education for these 5 TRUST students admitted to the Idaho WWAMI program in 2013.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Health Programs
FUNCTION: WWAMI Medical
Education

ACTIVITY: Strategic Initiative

Agency No.:
515
Function No.:
02

Activity No.:

FY 2015 Request

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A: Decision Unit No: 12.02		Title: 5 Additional Seats			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.5 FTE				1.5 FTE
PERSONNEL COSTS:					
1. Salaries	\$51,700	\$103,400			\$155,100
2. Benefits	16,700	33,400			50,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$68,400	\$136,800			\$205,200
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	\$45,000				\$45,000
2. Travel					
3. IT					
TOTAL OPERATING EXPENDITURES:	\$45,000				\$45,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$113,400	\$136,800			\$250,200

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- **Performance measure:** the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- **Performance measure:** Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure:** the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure:** the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- **Performance measure:** Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

Description:

This new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY 15. More specifically, it is for five positions within a proposed **Targeted Rural and Under-Served Track (TRUST)** program, focused specifically on the physician workforce needs of Idaho's rural and underserved areas. **The goal of the TRUST program** is to provide an ongoing training connection between community workforce needs, medical education, and rural healthcare providers in Idaho. TRUST medical students will be specifically selected for their experiences and backgrounds in rural and underserved Idaho, and their commitment to returning to such communities to work as physicians where they are most needed. With a four-year curriculum that combines traditional medical training with additional classroom and clinical experiences developed around rural and underserved healthcare needs, TRUST students will develop long-term relationships with Idaho's rural communities and physicians. The TRUST program is designed to admit, educate, place, train, and retain local Idaho students as future Idaho physicians.

Specific objectives of the TRUST program include:

- Increasing access to medical school for Idaho residents, by adding 5 new positions to Idaho WWAMI program specifically for TRUST program students

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- Targeting admissions for Idaho TRUST students from rural and underserved backgrounds
- Developing scholarships for TRUST students to reduce debt load after medical school
- Targeting training experiences with rural communities in Idaho to develop ongoing relationships over the four years of medical school
- Increasing clinical training in Idaho, with increased exposure to healthcare systems, communities, and workforce needs in Idaho
- Targeting agreements with Idaho & WWAMI residency programs to accept TRUST students for advanced training in their specialty
- Increasing retention of Idaho medical students as physicians, especially in rural and underserved communities in Idaho, where physician workforce needs are greatest.

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five more students (new entering class total of 30 Idaho WWAMI students, Fall 2015), as well as the costs of educating these additional five students during the first year of medical school. This funding would come from general appropriations. Specifically, new program costs are provided on page 1 of this request and would include:

1. Adding a 0.5 FTE Faculty position to enable a smooth transition during the separation from the WSU-based WWAMI program.
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.
3. A request to add one (1.0) FTE for faculty positions to smooth the transition away from the WSU-based WWAMI program. This would take the form of two 0.5 FTE appointments were the positions would be shared with other academic programs and would have an appropriate research component. This 1.0 FTE would be fully funded on WWAMI tuition received by the University of Idaho – we are requesting no additional state General Fund appropriation for these latter two positions.

These personnel costs and FTE increase are justified as the basis for a smooth and straightforward transition from the existing joint program with WSU. In addition to personnel requirements, any expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions, specifically for the TRUST program, would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY15), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 25 students per year, or 100 total students in medical school. This request requires the addition of 5 students in the entering classes of FY15,

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

FY16, FY17, and FY18, or 30 students per year, for a total of 120 Idaho WWAMI students enrolled in medical school by FY18 (Fall 2017). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 100 to 120 students, is necessary for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (insuring rural training rotations in Idaho as a part of students' program).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Health Education Programs

Agency No.: 515

FY 2015 Request

FUNCTION: University of Utah

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.01		Title: Preceptor Stipends			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$28,000				\$28,000
LUMP SUM:					
GRAND TOTAL	\$28,000				\$28,000

Description:

The Idaho students in the residency program with the University of Utah are required to spend seven weeks in Idaho in their third year doing a four week family medicine rotation and a three week internal medicine rotation. It is becoming much more difficult to find physician mentors, or preceptors, for the Idaho students for these rotations. There are a number of contributing factors for this difficulty, but one of the problems is insufficient funding for compensation for the Idaho physician mentors. Currently the preceptors do this on a good will volunteer basis. WAMMI has been compensating the mentors for the work they do with the WAMMI students.

This request is to compensate the physician mentors \$500 per week for seven weeks times the eight sponsored third year students for a total additional \$28,000 per year. These funds would stay in Idaho and allow University of Utah to be more competitive for finding good mentors for the Idaho students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for an increase in the Trustee/Benefits general funds that go directly to the University of Utah medical education program to benefit Idaho-sponsored students. It will be used to recruit and compensate Idaho physician mentors for the time and effort they expend to help train Idaho students.

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.
Trustee/Benefits increase of \$28,000.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
None
 - c. List any additional operating funds and capital items needed.
None
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
\$28,000 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?
Idaho student residents will benefit by enhanced mentoring, and Idaho citizens will profit by better trained physicians.
5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.
This item was not requested in the FY 2014 budget request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Health Education Programs
 FUNCTION: Kootenai Health Family
 Medicine Residency

Agency No.:

FY 2015 Request

Function No.:

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ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: 12.01	Title: Kootenai Health FMR			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Curriculum Support					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$180,000				\$180,000
LUMP SUM:					
GRAND TOTAL	\$180,000				\$180,000

Supports institutions/agency and Board strategic plan:

Goal 1, Objective D: Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

This is a request for important curriculum support of the Kootenai Health Family Medicine Coeur d'Alene Residency which will help in the start up and ongoing operations of this new family medicine residency in North Idaho. The startup date is scheduled for July 2014, with the matching of 6 first year residents. In the subsequent 2 years an additional 6 residents will be added (6 residents in July 2015 and 6 residents in July 2016) to attain the full complement of 18 residents, 6 residents in each of the three years of the family medicine residency training program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The vision of the new program is to establish a highly desired, competitive family medicine residency program which develops and nurtures compassionate, competent family physicians. Our mission is to provide superb, comprehensive graduate medical education, resulting in physicians who are committed to life-long learning and to providing personal, patient focused care. Our core values include: Compassion: We thoughtfully approach the human condition of suffering with empathy and compassion; Quality: We are committed to life-long learning and evidence-based practice to deliver superior quality; Stewardship: We work to instill a spirit of thoughtful balance and wise use of resources.

We are specifically targeting the primary care physician shortage which exists in North Idaho and are secondarily targeting the fact that the State of Idaho is experiencing a significant physician manpower shortage, which will become more acute over the next 5 to 10 years. The State of Idaho currently ranks number 49 out of the 50 states in the number of physicians per capita. It is projected that within 5 to 7 years, approximately 20 of the present 30 family physicians in the Kootenai County region will retire. In the State of Idaho, it is projected that approximately 50% of the currently practicing family physicians will retire within the next 7 to 10 years. National research projects a shortage of 60,000 family physicians in the United States by the year 2020.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the state of Idaho. The state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08), the Legislative Medical Education Interim Committee (11/12/08), and the State Board of Education (1/26/09) have all noted the importance of increasing the amount of GME training in Idaho. The State Board of Education rank-ordered ten recommendations towards expansion of medical education (1/26/09) with the first of these recommendations being: "Expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice."

Performance Measure: Percent of Kootenai Health Family Medicine Coeur d'Alene Residency graduates practicing in Idaho.

Benchmark: 60 percent

Description:

In order to train our family medicine graduates to the level of expertise and experience required for practice in rural Idaho, each resident will be spending 5 months away from the center of training in Coeur d'Alene, specifically focusing on pediatric training and on rural experience in one-month blocks at regional rural hospitals. These specific times away from the center remain unfunded. Requested funding assistance from the State of Idaho is intended to cover the costs of salary, benefits and indirect costs for these residents while away from the center.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Specific funding requests are calculated as follows: In FY 2015, salary and benefits per month equal approximately \$6,000/resident. Two months away for each resident (2X6=12), 12 multiplied by \$6,000/resident equals \$72,000 + \$108,000 (Federal GME paid to Providence Spokane for Pediatrics training in the R1 year) equals \$180,000 total. This equates to \$30,000 per resident per year.

FY 2015

Projected Operating Expenses:

Clinic Operations	\$1,950,000
Residency Operation	\$1,800,000
Total:	<u>\$3,750,000</u>

Projected Revenues:

Clinic Revenues	\$1,800,000
Fed GME (IME/DME)	\$ 796,000
Kootenai Health	\$ 974,000
State of Idaho	<u>\$ 180,000</u>

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

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 Original Submission X
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ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.01		Title: FUR-Forest Operations			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.50				0.50
PERSONNEL COSTS:					
1. Salaries (R.Keefe ½)	\$29,400				\$29,400
2. Benefits	17,800				17,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$47,200				\$47,200
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Operating	10,000				10,000
TOTAL OPERATING EXPENDITURES:	\$15,000				\$15,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$10,000				\$10,000
TOTAL CAPITAL OUTLAY:	\$10,000				\$10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$72,200				\$72,200

Supports institution/agency and Board strategic plans:

Goal 1, Objectives A.1 and A.2; Goal 2, Objective A.1. This request will upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship in forest operations that advances the college's strategic themes and land-grant mission and are directly linked to FUR programs in the UI Experimental Forest and Forest Nursery complex. Scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho will be enhanced by improving timber harvesting, forest productivity, regeneration, and management with respect to a full range of ecosystem services and products, including environmental quality. The direct metrics of performance will be the number of CNR faculty, staff, students and constituency groups involved in scholarship or capacity building activities in forest operations research projects.

Goal 1, Objective B.2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses such as timber harvesting and processing, regeneration and rehabilitation firms, as well as governmental and non-governmental enterprises and operating units. The direct metrics of performance will be the number of non-FUR funding leveraged by FUR funded forest operations research projects.

Goal 2, Objectives A.2 and A.3. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations; in addition, foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests. The direct metrics of performance will be communities served and resulting documentable impacts from serving various communities, governmental and non-governmental organizations, and private businesses and landowners.

Goal 3, Objectives A.1, A.2 and A.3. Provide undergraduate, graduate and professional students with education and research opportunities in forest operations research and management that are integrated educational experiences with ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus, and also engage alumni and stakeholders as partners in research, learning, and outreach. The direct metrics of performance will be number and diversity (as measured by a variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate undergraduate, graduate and professional students.

Description:

Advancing forest operations research at the University of Idaho by investing in human resources.

Forests cover nearly forty percent of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, and ecosystem services such as water purification and carbon sequestration. The ability to serve current and future generations will be influenced by our understanding of forest operations for providing these goods and services because these lands are vital to the ecological and economic health of Idaho. Improving forest operations through science and applied management in the current context of ecological and societal change will require newly integrative thinking and innovative practices to maintain and restore forest lands and the human communities that rely on them.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting \$72,200 in the Forest Utilization Research (FUR) budget to provide partial salary (half-time) support for the incumbent forest operations assistant professor, and travel, operations, and capital equipment. These resources will enhance the ability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen a traditional Idaho industry and the rural communities that long have relied upon the jobs from harvesting, transporting and processing timber into useful consumer products.

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.

The College of Natural Resources is requesting funds sufficient to provide partial (half-time) salary and benefits support for the incumbent forest operations assistant professor, a tenure-track position.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

There will not be redirection.

- c. List any additional operating funds and capital items needed.

The request includes \$5,000 for travel, \$10,000 for operating expenses, and \$10,000 for capital equipment used to process data.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Not applicable.

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?

Research in forest operations using the requested resources will directly serve professional managers and state and private owners of Idaho timberlands and enhance the skills and tools to sustain and improve forest health and productivity. Rural communities and outdoor recreation stakeholders in Idaho benefit from productive forest lands that support economic enterprises, vigorous wildlife populations, fertile soils and clean abundant water.

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

This request has not been made previously.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

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 Original Submission X
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ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.01		Title: FUR-Policy Analysis Group			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.3				1.3
PERSONNEL COSTS:					
2. Salaries Res Assoc chng to 1 FTE* 26,258 Admin Asst .5 15,000	\$41,300				\$41,300
2. Benefits	15,500				15,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$56,800				\$56,800
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Operating	\$1,000				\$1,000
TOTAL OPERATING EXPENDITURES:	\$1,000				\$1,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$3,000				\$3,000
TOTAL CAPITAL OUTLAY:	\$3,000				\$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$60,800				\$60,800

*Research Associate is currently 0.2 FTE

Supports institution/agency and Board strategic plans:

Goal 1, Objective A.1. Upgrade and development of university human resource faculty and staff competencies in the Policy Analysis Group (PAG) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR. The Policy Analysis Group has a mission mandated by Idaho Code § 38-714 to provide objective data and analysis on natural resource issues important to Idaho citizens. The direct metrics of performance will be the number of CNR faculty, other university faculty, and constituency groups involved in PAG-related scholarship or capacity building activities.

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Goal 1, Objective B.1 and B.3. As a result of upgraded human resources, the PAG's leadership will be enhanced in addressing key research priorities that are established by an external advisory committee, as per Idaho Code § 38-714. The advisory committee helps the PAG design and conduct unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues. The direct metrics of performance will be the number of publications related to PAG projects.

Goal 2, Objective A.3. The Policy Analysis Group (PAG) will foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality that can be enhanced by improved understanding of the public policy environment that affects public and private land and resource owners, agencies, and professional managers. The direct metrics of performance will be the number of invited presentations related to PAG projects.

Description:

Advancing the College of Natural Resources Policy Analysis Group at the University of Idaho by restoring human resources lost during recent budget cuts.

Forests and rangelands are vast natural landscapes that cover more than three-fourths of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, and ecosystem services such as water purification and carbon sequestration. These lands are vital to the ecological and economic health of Idaho. The ability to serve current and future generations will be influenced by how well we understand how the management of forests and rangelands is affected by public policies that can either constrain or enhance the output of goods and services and maintain environmental quality. Objective analysis of policies that affect forest and rangelands was what drove the Idaho Legislature in 1989 to create the Policy Analysis Group (see Idaho Code § 38-714). The PAG has developed a statewide, regional, and national reputation for conducting objective analysis of a wide variety of natural resource issues, including endangered species, state and federal land management, sustainable forest management, and maintenance of air and water quality.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting \$60,800 in the Forest Utilization Research (FUR) budget to support the reinstatement of 1.3 FTE personnel lost in budget cuts in FY 2009 by restoring the PAG budget to its FY 2008 level, plus salary enhancement to promote the incumbent research associate to research scientist. This will enhance the ability of the PAG to meet its mandated mission, described in Idaho Code § 38-714 as providing objective data and analysis of forest and

BUSINESS AFFAIRS AND HUMAN RESOURCES
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rangeland policy issues important to Idaho citizens. The PAG is funded entirely through FUR.

From 1997 to 2008 the annual appropriation for PAG activities was essentially static. In 2009 the budget was cut, reducing staff from 2.5 FTE to 1.2 FTE. Current staff includes a full-time PAG director and a part-time research scientist at approximately 0.2 FTE. As a result of the budget cut, the quantity of work the PAG can do has been diminished.

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.

The College of Natural Resources is requesting funds sufficient to allow the 0.2 FTE research associate currently employed to become a full-time research scientist. The incumbent is a skilled, experienced, and highly-valued PAG employee. Before the FY 2009 budget cut, the incumbent's job description was being rewritten from research associate to research scientist. In addition, the request is to restore funds sufficient to hire a half-time administrative assistant.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The incumbent research scientist is currently employed approximately 0.2 FTE in the PAG and 0.8 FTE in another research unit in the College of Natural Resources. Funding for the 0.8 FTE portion in FY 2015 is uncertain at this time.

- c. List any additional operating funds and capital items needed.

The request includes \$1,000 for operating expenses and \$3,000 for upgrading computers and workstations.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Not applicable.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The work of the Policy Analysis Group and the requested resources will empower forest and rangeland managers, owners and stakeholders with objective policy-related information that can be applied to sustain and improve forest and rangeland health and productivity that will benefit a wide range of interests, including economic activity in rural communities.

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

This request has not been made previously.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Special Programs
FUNCTION: Idaho Geological Survey
ACTIVITY: Strategic Initiatives

Agency No.: 516
 Function No.: 02
 Activity No.:

FY 2015 Request
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A: Decision Unit No: 12.01		Title: IGS Strategic Initiative			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.50				.50
PERSONNEL COSTS:					
1. Salaries Administrative Assistant 1 Full Research Geologist Associate Research Geologist	\$51,400				\$51,400
2. Benefits Administrative Assistant 1 Full Research Geologist Associate Research Geologist	15,900				15,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$67,300				\$67,300
OPERATING EXPENDITURES by summary object:					
1. Travel	\$6,000				\$6,000
TOTAL OPERATING EXPENDITURES:	\$6,000				\$6,000
CAPITAL OUTLAY by summary object:					
1. PC (for Administrative Assistant)	\$1,000				\$1,000
TOTAL CAPITAL OUTLAY:	\$1,000				\$1,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$74,300				\$74,300

Supports institution/agency and Board strategic plans:

This Decision Unit Strategic Initiative supports all the following elements of the IGS Strategic Plan.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, web site products, in-house collections and customer inquiries. Emphasize web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-205). Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:

- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines

Performance Measure:

- Number of IGS web site viewers and products used/downloaded.

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, regional coalitions, and state and federal resource management agencies. Pursue opportunities for public and private research partnerships.

Objective A: Sustain and enhance geological mapping and related studies

Performance Measure:

- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by the Idaho Geological Mapping Advisory Committee (IGMAC).

Objective B: Sustain and build research funding

Performance Measure:

- Externally funded grant and contract dollars

GOAL 3: TEACHING AND LEARNING (EDUCATION)

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Develop and deliver earth science education programs and public presentations

Performance Measure:

- Educational programs for public audiences

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.

Objective A: Develop and deliver products serving all sectors of users.]

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

Description:

Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The main office is in Moscow at the University of Idaho with satellite offices in Pocatello and Boise. The Survey accomplishes their mission through research, service, and outreach activities. The Idaho Geological Survey's goal is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments and transparent access. IGS is committed to the advancement of the science and emphasize the practical application of geology to benefit Idaho and the economic development. IGS appropriations have been drastically reduced in recent years due to the poor economy. Staffing levels and operating funds for essential programs have been cut to below adequate levels.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Survey is working with its Advisory Board to investigate new opportunities for survey programs. This decision unit will provide a base to develop and sustain critical programs essential to serve Idaho and move the agency forward. The agency's ability to complete its mission is inadequate in key areas.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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.

Salary (1/2 FTE) for Administrative Assistant, pay grade F. The director and agency staff unit do not have any administrative support. To effectively manage IGS an administrative assistant is essential. We anticipate hiring a half-time, benefits' eligible administrative assistant by December 2013, with funding to follow in FY15.

Salary to restore 2 Academic Year (AY) research geologists at satellite offices in Boise (Economic Geologist) and Pocatello (Hydrogeologist) to Fiscal Year (FY) appointments. One half of the research faculty is currently on AY status resulting in decline of research and service and outreach performance. Particularly since field investigations are predominantly during the summer season, FY status would restore 3 months of research, service and outreach functions for economic geology, energy, and hydrogeology programs. New economic development in Idaho is driven in a large part by geology and related earth resources and all sectors are requesting objective up-to-date science.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Research staff may be redirected to priority projects to meet current state needs.

- c. List any additional operating funds and capital items needed.

Travel funds for appropriated programs has been essentially eliminated from the OE budget to retain base funding for fixed OE (phone etc.) Travel is requested to perform mandated state travel (including Advisory board per *Idaho Code*, Agency representation, State Emergency Response Plan).

A desk top computer is needed for the administrative assistant position.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Personnel costs and travel are ongoing. Capital outlay is one time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The citizens of Idaho and the users of the state earth resources will be better served through improved research and outreach activities if this funding request is approved. The same constituent groups will suffer if the request is not approved.

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

This is the highest priority request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2015 Request

FUNCTION: OSBE Administration

Function No.: 02

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Web Developer			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$57,300				\$57,300
2. Benefits	\$20,800				\$20,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$78,100				\$78,100
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor (OT)	\$1,200				\$1,200
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$79,300				\$79,300

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

Description:

The Office of the State Board of Education (OSBE) requests one (1) FTP and associated funding for a Web Developer position. In general, this position will enhance the Board's online presence by enhancing and maintaining its website. Specifically, the

BUSINESS AFFAIRS AND HUMAN RESOURCES
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position would establish policies and procedures for publishing web pages and applications; establish server directory trees, segregating public and private files; design, develop and update information in databases; develop web page infrastructure and applications; and assure web server and site technical performance.

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?

OSBE is requesting a full-time Web Developer (1 FTP) and one-time funds for a computer/monitor for the position. OSBE funded a web developer position in FY 2011, but budget cuts in FY 2012 necessitated the elimination of the position. Since then, OSBE has attempted to use consultants on an as needed basis to develop and manage its website. Basic content updates have largely been managed in-house by two members of the OSBE management team -- they do this on the side on an as-needed basis, but the maintenance of the web site has been difficult. This position will assure the Board will be able to keep its website content up to date and promote its strategic initiatives in a well-coordinated and more cost effective and efficient manner.

There are no funds in the base for this activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Web Developer, Pay Grade L, full-time, non-classified, benefit eligible, hire date: July 1, 2014

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources are currently being redirected on an ad hoc basis to address this unmet need. If this position were approved and funded, existing operations would be impacted because it would allow the two current staff members to spend 100% of their time on their assigned duties.

- c. List any additional operating funds and capital items needed.

\$1,200 one-time CO for computer/monitor

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.

See above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Policymakers and the general public would be better served by this request. If the request is not funded, OSBE will be unable to post information to its website on a

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

timely basis and to proactively develop content which is increasingly expected by the public.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

This item was not requested in the FY 2014 budget request.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2015 Request

FUNCTION: OSBE Administration

Function No.: 02

Page 1 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.02		Title: Misc. Funds Spending Authority			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries		\$19,200			\$19,200
2. Benefits		\$6,100			\$6,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		\$25,300			\$25,300
OPERATING EXPENDITURES by summary object:					
1. Professional Services		\$30,000			\$30,000
TOTAL OPERATING EXPENDITURES:		\$30,000			\$30,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		\$55,300			\$55,300

Idaho Code, Title 33, Chapter 24 requires all (except as otherwise provided) private postsecondary educational institutions and proprietary schools to register with the state. Administration and enforcement of this Chapter is vested in the Director of the State Board of Education (or their designee), including authority to conducting investigations and examination of the books and records of postsecondary educational institutions and proprietary schools.

Description:

The Office of the State Board of Education (OSBE) requests an increase in spending authority for Miscellaneous Funds for the Proprietary Schools Program. There are sufficient revenues in this program to accommodate this increase in expenditures. OSBE will use an existing FTP for this position.

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?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

OSBE is requesting an increase in Miscellaneous Funds spending authority to augment the funding for the Proprietary Schools Program Coordinator position to full-time at a rate commensurate with a middle management level position. As this program matures, this position will require more management and supervisory responsibilities to provide the necessary level of oversight. This line item also includes a request for additional spending authority for professional services to conduct site visits and investigations as needed. This important work is necessary in order to comply with Idaho Code.

Revenues generated from registration fees will accommodate the addition of this position. This program is fully self-supporting and receives no General Funds.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Proprietary Schools Program Coordinator: increase \$25,300 (fully burdened) in personnel costs from .80 FTP to 1.00 FTP and increase rate to \$29.43. No FTP is being requested.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this new effort. The current incumbent would be moved from 0.80 to 1.0 FTP and no other impact is anticipated to existing operations.

- c. List any additional operating funds and capital items needed.

Operating Expenses: increase \$30,000 for Professional Services (site visits and field work).

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Request is for ongoing spending authority. Existing annual registration fee revenue will accommodate the ongoing personnel costs for this position. The current fund balance would cover any one-time professional services engagements.

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?

Policymakers and the general public would be better served by this request. The primary mission of the registration program is to provide consumer protection from diploma mills and unscrupulous operations fronting as legitimate educational enterprises. If the request is not funded, OSBE will be unable to ensure registration compliance and investigate proprietary and postsecondary schools in an efficient and effective manner.

If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first. This item was not requested in FY 2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Idaho Public Television

Agency No.: 520

FY 2015 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 3

ACTIVITY:

Activity No.:

Original Submission ___ or
Revision No. ____

Repair & Maintenance Restoration of Funding					
A: Decision Unit No: 12.01	Title:				Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS - 4000:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES - 5000					
by sub object:					
Communication Services	\$30,000				\$30,000
Repair and Maintenance Services	70,000				70,000
Gas/Fuel	15,000				15,000
Repair and Maintenance Supplies	15,000				15,000
TOTAL OPERATING EXPENDITURES:	\$130,000				\$130,000
CAPITAL OUTLAY - 6000					
by sub object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$130,000				\$130,000

Questions:

1. What is being requested and why?

To provide adequate operating support of the statewide delivery system, which includes numerous rural areas. In FY 2009, IdahoPTV lost \$81,600 in operating expenditures, which was followed by a 7.5% holdback in FY 2010 of \$124,500. This left no state funding for repairs, maintenance, gas or communication expenditures that are critical in maintaining the statewide delivery system. As a result, IdahoPTV continues to defer operational repairs and maintenance.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. No personnel is being requested
 - b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. No change.
 - c. List any additional operating funds and capital items needed. IdahoPTV has continued to defer repairs and maintenance on the delivery system infrastructure that is critical to fulfilling its mission.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example,

This is a request for ongoing funding from general fund.

4. Who is served by this request, and what are the expected impacts of requested funding? If this request is not funded who and what are impacted?

This has a statewide impact on Idaho taxpayers with a reduced risk of delivery system failures (including the statewide Emergency Alert Service), as well as IdahoPTV's ability to fulfill its mission within the State Board of Education's mission and objectives. Funding this request will also support several mission-critical partnerships with Public Safety, universities and colleges, Idaho State Historical Society, Libraries, and legislative coverage (Idaho in Session) for all residents.

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AGENCY: Idaho Public Television

Agency No.: 520

FY 2015 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 3

ACTIVITY:

Activity No.:

Original Submission ___ or

Revision No. ____

<div style="display: flex; justify-content: space-between;"> A: Decision Unit No: 12.02 Title: Capital Replacement Funding – Ongoing Base Priority Ranking 2 of 2 </div>					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS - 4000:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES - 5000					
by sub object:					
Communication Services					
Repair and Maintenance Services					
Gas/Fuel					
Repair and Maintenance Supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY - 6000					
by sub object:					
Specific Use Equipment	\$400,000				\$400,000
TOTAL CAPITAL OUTLAY:	\$400,000				\$400,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

Questions:

1. What is being requested and why?

To provide adequate operating support of the statewide delivery system, which includes numerous rural areas. In FY 2009, IdahoPTV lost \$81,600 in operating expenditures, which was followed by a 7.5% holdback in FY 2010 of \$124,500. This left no state funding for repairs, maintenance, gas or communication expenditures that are critical in maintaining the statewide delivery system. As a result, IdahoPTV continues to defer operational repairs and maintenance.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. *No personnel is being requested*
 - b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. *No change.*
 - c. List any additional operating funds and capital items needed. *IdahoPTV has continued to defer capital replacement of the delivery system infrastructure that is critical to fulfilling its mission.*
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example,

This is a request for ongoing funding from general fund.
4. Who is served by this request, and what are the expected impacts of requested funding? If this request is not funded who and what are impacted?

This has a statewide impact on Idaho taxpayers with a reduced risk of delivery system failures (including the statewide Emergency Alert Service), as well as IdahoPTV's ability to fulfill its mission within the State Board of Education's mission and objectives. Funding this request will also support several mission-critical partnerships with Public Safety, universities and colleges, Idaho State Historical Society, Libraries, and legislative coverage (Idaho in Session) for all residents.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Division of Vocational Rehabilitation

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Vocational Rehabilitation

Activity No.: 02

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.01		Title: Corrections Transitions			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)		1.00	3.50		1.0
PERSONNEL COSTS:					
1. Salaries		\$42,100	\$155,700		\$197,800
2. Benefits		20,500	75,900		96,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		\$62,600	\$231,600		\$294,200
OPERATING EXPENDITURES by summary object:					
1. Travel		\$1,300	\$4,700		\$6,000
2. Supplies		400	2,600		3,000
TOTAL OPERATING EXPENDITURES:		\$1,700	\$7,300		\$9,000
CAPITAL OUTLAY by summary object:					
1. 6 PC's and workstations		\$1,900	\$7,100		\$9,000
TOTAL CAPITAL OUTLAY:		\$1,900	\$7,100		\$9,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		\$66,200	\$246,000		\$312,200

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Description:

IDVR is requesting spending authority and staffing increase to be able to provide services using funding from the Department of Corrections (DOC).

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?

IDVR is requesting spending authority of \$66,200 of state dollars and \$246,000 of federal dollars and 4.5 FTP to provide services through an agreement with DOC. IDVR currently has an agreement in the Treasure Valley with DOC and the success of the agreement has led DOC to suggest expanding the agreement to other parts of the state. This agreement helps DOC and IDVR to meet the needs of people who are leaving the prison system and have a disability so that they can get their employment situation settled as soon as possible.

Staffing level for this function is currently 114.3 FTP VR Counselors and Assistants at a cost of \$6,730,000, split between \$1,346,000 from general funds and \$5,384,000 from federal funds.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

3 Vocational Rehabilitation Counselors, Non-classified equivalent to pay grade L, full-time with benefits to be hired on June 15, 2014

3 Vocational Rehabilitation Assistants, Classified pay grade I, half-time with benefits to be hired on June 15, 2014.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this new effort.

- c. List any additional operating funds and capital items needed.

Additional operating funds for travel and supplies and capital outlay items for computers and communication equipment are requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Miscellaneous Revenue funds are to be provided by the Idaho Department of Corrections and federal funds will be from the existing basic Vocational Rehabilitation grant. The grant has been underutilized due to lack of nonfederal, matching funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

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?

People with disabilities leaving the correctional system are the people served by this request. The impacts for this are quite significant because it helps serve people while they are most ready to look for work. Additionally research has shown that offenders who find employment are less likely to reiterate. Thus these dollars actually will help reduce future needs.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Office of the State Board of Education

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Basic Grant

Activity No.: 02

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.02		Title: Counselor Salaries			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	\$101,000		\$373,100		\$474,100
2. Benefits	21,200		78,200		99,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$122,200		\$451,300		\$573,500
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$122,200		\$451,300		\$573,500

Supports institution/agency and Board strategic plans:

Goal 2 Objective 5

Objective: IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually and all Vocational Rehabilitation Specialist positions will be in compliance with the agency's standard to reach CSPD in FFY 2014.

IDVR will have trouble meeting this standard without this increase. IDVR is currently because we are having trouble recruiting counselors that meet this standard due to the salary. Health and Welfare agencies currently pay equivalent positions starting at \$3 an hour higher than IDVR's starting salary.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Description:

IDVR is requesting funds to increase funding for our Vocational Rehabilitation Counselors (VRC) positions so that they can have a comparable salary to other state agencies with positions requiring a Master's in a similar field.

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?

IDVR has 62 VRCs and 8 Regional Managers in the agency. These VRCs provide the most essential service IDVR offers -- Counseling and Guidance. It is critical for IDVR to achieve its goals that we have high quality VRCs. Unfortunately IDVR has had trouble hiring VRCs that meet the criteria as laid out in our Comprehensive System of Personnel Development that is a part of our State Plan that is submitted to the federal Rehabilitation Services Administration. Our VRCs are required to have or be able to sit to become a Certified Rehabilitation Counselor (CRC). This requirement means that they have a Master's in Rehabilitation Counseling or a Master's in a similar field and 18 hours of graduate level studies in vocational rehabilitation. This severely limits our pool of candidates. In addition IDVR has lost many VRCs to other state agencies that pay substantially more for a similar education.

Staffing level for this function is currently 70.0 FTP VR Counselors and Regional Managers at a cost of \$4,816,500, split between \$963,300 from general funds and \$3,855,200 from federal funds.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

IDVR currently has 70 non-classified positions in the field offices that would be impacted. Position titles are Vocational Rehabilitation Counselors and Regional Managers all of them full-time with benefits.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital outlay is needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

The federal grant is sufficient to fund up to 78.7% of this cost and those funds are currently being returned to the federal agency because the 21.3% non-federal share is insufficient.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request ultimately makes it so IDVR can serve our customers better. By being able to recruit and retain quality VRCs, IDVR will reduce the impacts of overstaffed caseloads that result in diminished services as well as unnecessary changes between counselors that stagnates progress for the customer.

If this request is not funded IDVR will face considerable difficulty recruiting and retaining VRCs throughout the state. We have already had a lot of difficulty hiring VRCs in certain parts of the state.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Office of the State Board of Education

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Basic Grant

Activity No.: 02

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Replacement of Agreements		Priority Ranking 3 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					0
T/B PAYMENTS:	\$100,000	\$-100,000			0
LUMP SUM:					
GRAND TOTAL	\$100,000	\$-100,000			0

Supports institution/agency and Board strategic plans:

Goal 2 Objective 2

Objective: To comply with State and Federal regulations.

Performance Measure: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Description:

IDVR is requesting \$100,000 of state general fund to replace money that is no longer available through third-party agreements.

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?

IDVR is requesting funds to replace two third-party agreements that will not proceed. Without these agreements IDVR will receive an audit finding in the future as well as face a Maintenance of Effort penalty from the Rehabilitation Services Administration.

IDVR had two third-party agreements: with Idaho Educational Services for the Deaf and the Blind (IESDB) and Idaho Department of Labor (DOL). The IESDB agreement was viewed as a way to use state funds to capture federal funds to meet both agencies' mission. Unfortunately, this did not prove to be possible under the federal Vocational Rehabilitation grant. The DOL agreement was ended because it was a demonstration project that did not meet expectations and thus was not continued.

1. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

c. List any additional operating funds and capital items needed.

None

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Non-general funds were from agreements that will not be continued.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will allow IDVR to continue to serve our customers including customers who had previously been served by the third-party agreements that are ending.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

If this request is not funded we face a significant risk for audit findings and a Maintenance of Effort penalty.

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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2012

SUBJECT

FY 2015 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is staffed by the Division of Public Works (DPW), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition.

The annual capital project funding request process begins with DPW issuing a letter to agencies and institutions each spring requesting that they submit their project funding needs. DPW staff works with the agencies and institutions over the summer months to finalize requests. The State Board of Education also concurrently reviews and makes recommendations on major capital projects to PBFAC. DPW staff produces a fiscal year request notebook provided to PBFAC in early September. Agencies and institutions present their requests to PBFAC in early October; and at its November business meeting the Council reviews DPW staff funding recommendations and takes action on them. Between the October and November PBFAC meetings, DPW staff reviews the agency presentations and consults with agencies and institutions to clarify issues. DPW staff then goes through a process of deciding which projects should be funded and what the Permanent Building Fund (PBF) allocations should be for each requesting agency and institution. Also, in the month of October, the Division of Financial Management (DFM) informs DPW of the anticipated revenue amount for the fiscal year's funding. This sum is the basis for DPW staff's allocation recommendations which are presented to PBFAC at its November meeting. Following PBFAC's review and approval of its funding recommendations for the next fiscal year, DPW staff forwards those recommendations to DFM and the Legislative Services Office for inclusion in their respective budget publications. The Governor makes a recommendation regarding major capital projects to the Legislature. The Legislature appropriates funds to DPW for specific major capital projects and funding for general alterations and repairs, and other projects statewide.

In recent years the Board has not always chosen to prioritize or recommend new capital facilities to the PBFAC. Several times the Board has instead recommended that all funding efforts be directed primarily toward alterations & repairs, asbestos abatement, and other non-major capital items.

Institutions and agencies have prepared and submitted their FY 2015 capital budget requests to the Board office and DPW, as shown on Page 5.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2012

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any) at the Board's discretion.

Board policy V.K. requires institutions and agencies to bring their six-year capital construction plan to the Board for review and approval at its regularly scheduled August meeting. The plan must span six fiscal years going forward starting at the fiscal year next. The plan only includes capital projects for which the cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding. Board approval of a plan will constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan. The six-year capital construction plans are included in this agenda for Board approval.

ATTACHMENTS

Attachment 1-FY15 Major Capital Request Summary	Page 5
Attachment 2-Boise State University Six-year Plan	Page 7
Attachment 3-Idaho State University Six-year Plan	Page 8
Attachment 4-University of Idaho Six-year Plan	Page 9
Attachment 5-Lewis-Clark State College Six-year Plan	Page 10
Attachment 6-Eastern Idaho Technical College Six-year Plan	Page 11
Attachment 7-Capital Project Summaries for agencies & institutions	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2014 institution request list. The project descriptions are as prepared by the institutions and previously submitted to DPW. For the sake of consistency, staff did not make any changes or edits (typographical or substantive) to the project descriptions.

The Board may recommend some or all of the projects to PBFAC for consideration at its October 2013 meeting, or recommend no major capital funding for FY 2015 and have PBFAC concentrate on alterations and repairs and other non-major capital projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked.

Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2015.

The community colleges' six-year capital construction plans are not included because those projects are approved by their local boards.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2012

BOARD ACTION

I move to recommend to the Permanent Building Fund Advisory Council the major capital projects on page 5 for consideration in the FY 2015 budget process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2015 budget process.

1. _____ [select from Tab 4, Page 5]
2. _____ “
3. _____ “
4. _____ “

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend no major capital funding for FY 2015 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education
FY15 Major Capital Request Summary
(\$ in thousands)

Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2015 Request
			Perm. Building Fund	Total Funds	
1	Boise State University				
2	1 Fine Arts Building	13	15,000.0	35,000.0	15,000.0
3	2 Science & Research Building #2	17	10,000.0	10,000.0	10,000.0
4	Idaho State University				
5	1 ISU Meridian, Applied biological sciences learning center	21	1,060.1	2,120.2	1,060.1
6	2 Eli Oboler Library	22	6,000.0	6,000.0	6,000.0
7	3 Beckley Nursing Asbestos Mitigation	23	1,700.0	1,700.0	1,700.0
8	University of Idaho				
9	1 Integrated Research and Innovation Center	25	5,000.0	47,800.0	2,500.0
10	2 Northern Idaho Collaborative Ed. Facility (UI, LCSC, NIC)	33	8,420.8	12,420.8	4,000.0
11	Lewis-Clark State College				
12	1 Spalding Hall Upgrade	37	850.0	1,000.0	850.0
13	2 Northern Idaho Collaborative Educ. Facility (see above)	33/39			
14	North Idaho College				
15	1 Professional Technical Building	41	12,000.0	12,000.0	12,000.0
16	2 Northern Idaho Collaborative Educ. Facility (see above)	33/42			
17	College of Western Idaho				
18	1 Student Union Building/Nampa Campus	43	21,000.0	45,000.0	21,000.0
19	2 Health Sciences Building/ Nampa Campus	45	34,840.0	34,840.0	34,840.0
20					
21	Total		\$ 115,870.9	\$ 207,881.0	\$ 108,950.1

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Set C

**SIX YEAR CAPITAL IMPROVEMENT PLAN
FY 2015 THROUGH FY 2020**

(\$ in 000's)

Institution: Boise State University

Project Title	Est. Cost	Prev. Fund	FY2015		Total	FY2016		Total	FY2017		Total	FY2018		Total	FY2019		Total	FY2020		Total
			PBF	Other		PBF	Other		PBF	Other		PBF	Other		PBF	Other		PBF	Other	
Fine Arts Building	35,000		15,000	20,000	35,000															
Science & Research Building (2nd of 4 building science complex) Design & Construction	60,000		10,000		10,000	25,000	25,000	50,000												
Demo Facilities Vacated by CWI, New Athletic Green Field	2,000			2,000	2,000															
Alumni Center (comprehensive campaign)	12,000			12,000	12,000															
Parking Structures (750 space @ 16,000 X 2)	26,000			12,000	12,000													14,000		14,000
Renovate Liberal Arts (Planning & Design)	900					900		900												
SMITC Interior & Exterior Renovations (Planning & Design)	1,500					1,500		1,500												
New Student Housing (900 beds @\$40,000)	36,000								36,000		36,000									
Athletics/Kinesiology Multi-Use Facility	40,000								5,000		5,000				17,500	17,500	35,000			
Bronco Stadium Expansion and Improvements	28,000											28,000		28,000						
Science & Research Building (3rd of 4 building science complex)	70,600											600		600				35,000	35,000	70,000
Health Sciences Building	30,500														30,500		30,500			
Administrative Services Building	23,000														1,000		1,000	22,000		22,000
	365,500	0	25,000	26,000	71,000	27,400	25,000	52,400	5,000	36,000	41,000	600	28,000	28,600	49,000	17,500	66,500	57,000	49,000	106,000
Other, not currently scheduled priorities																				
Special Events Center Upgrade	3,000																			
Science Building Improvements for Research	6,000																			
Potential West of Capitol Partnership Development	not defined																			
Develop Campus Quad Spaces	2,000																			
Construction Management Building	2,500																			
Student Union Food Service Expansion	1,000																			
Engineering & Technology Room 103 & 110	1,500																			
	16,000																			

BAHR - SECTION II

TAB 2 Page 7

Six Year Capital Improvement Budget

Description	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Applied Biological Sciences Learning Center (ABSLC) (Agency to fund \$1,060,074)	1,060,075					
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance*	6,000,000					
Beckley Nursing – Asbestos mitigation, ceiling system and lights.*	1,700,000					
Complete renovation ISU-Meridian build out*		12,420,000				
Remodel LEL second floor for additional labs *		1,050,000				
Campus Housing Renovations & Remodeling*		10,000,000				
New Museum of Natural History*		22,444,000				
College of Business - Modernization*			25,000,000			
Engineering Research Complex Renovation - Phase 3 *			2,036,000			
Renovation/Addition of Life Sciences*				40,885,920		
Reroute campus traffic *					8,000,000	
Addition to Beckley Nursing*						14,208,000
Addition to College of Engineering *						12,000,000
Renovation of College of Business – front entry*						1,300,000
\$158,103,995	8,760,075	45,914,000	27,036,000	40,885,920	8,000,000	27,508,000
6 year outlay total						

***Some Projects with no F.F.E. money**

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)
FY 2015 THROUGH FY 2020
(\$ in 000's)

Institution: University of Idaho

Project Title	Est. Cost	Prev. Fund.	FY 2015			FY 2016			FY 2017			FY 2018			FY 2019			FY 2020		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Niccolls Building HVAC System Improvements DPW 12-253 (FY2012 PBF A&R Category)	776	776	In Const as of 1 Jul 13																	
Niccolls Building Renovations & Improvements	1,824	1,824	In Const as of 1 Jul 13																	
Student Union Building Second Floor Renovations	1,300	1,300	In Const as of 1 Jul 13																	
Integrated Research and Innovation Center #	47,800	0	5,000	42,800	47,800															
Education Building Renovation and Asbestos Remediation	14,500	0	4,948	9,552	14,500															
Northern Idaho Collaborative Education Facility	12,421	421	4,000	2,000	6,421	4,000	2,000	12,421												
Idaho Law Learning Center, Boise *	7,100	6,100	1,000		7,100															
Admin Bldg Entry Foyer & Stair Life Safety Imp & Renovations	948	0	948		948															
Janssen Engineering Building HVAC Upgrades, Ph 3	957	0	957		957															
Graduate Student Housing, Phase 1	3,000	0		3,000	3,000															
Executive Residence	2,000	0		2,000	2,000															
Idaho Nat'l Center for Livestock and Environmental Studies (INCLES)	35,000	0					35,000	35,000												
Life Sciences South Standby Generator (Life Safety)	507	0				507		507												
Buchanan Engineering Lab Life Safety Improvements, Phase 2	876	0				876		876												
Life Sciences South HVAC Upgrades, Phase 3	1,091	0							1,091		1,091									
Administration Building Exterior Envelope Repair	956	0							956		956									
Gibb Hall HVAC, Phase 2	1,089	0							1,089		1,089									
Administration Building HVAC, Phase 2	1,144	0										1,144		1,144						
Janssen Engineering Building HVAC, Phase 4	572	0										572		572						
Gibb Hall HVAC, Phase 3	1,144	0										1,144		1,144						
Idaho Avenue Extension Repairs and Repaving	820	0													820		820			
Domestic Water System Replace AC Mains, Phase 1	650	0													650		650			
Campus Drive / Administration Circle Repairs, Phase 1	720	0													720		720			
Steam Plant Emergency Generator	900	0													900		900			
Perimeter Drive Replace Paradise Creek Undercrossing	825	0																825		825
Undergraduate Housing - Phase 1	36,000	0																		
Art & Architecture Interdisciplinary Studio Facility #	3,500	0																		
CALS Labs, Classroom & RE Improvements #	1,000	0																		
Coll. of Law Expansion & Improvements, Moscow #	1,100	0																		
Chemistry & Physics Lab Improvements #	1,000	0																		
Graduate Student Housing, Phase 1	3,000	0																		
Library Special Collections and Archives #	1,000	0																		
McCall Campus Improvements	tbd	0																		
Varsity Soccer Pitch Upgrade	2,000	0																		
ROTC Facility	3,000	0																		
ASUI Kibbie Activity Center Seating Expansion #	27,000	0																		
Events Pavilion #	30,000	0																		
	247,520	10,421	6,905	7,000	20,426	5,383	37,000	48,804	3,136	0	3,136	2,860	0	2,860	3,090	0	3,090	825	0	825

* PBF Request is under auspices of Department of Administration

Project is a component of the current Capital Project Development Campaign. Project schedule is TBD and dependent upon fundraising success.

S:\Facilities\Capital\Planning\Capital Budget\FY 15 State Request\Six Year Plan (Set C)\FY 2015 Six Year Plan.*

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2015 THROUGH FY 2020
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$
Spalding Hall (SPH) upgrade	\$1,000,000					
North Idaho Collaborative Education Facility		[see note]	[see note]			
Sam Glenn Complex (SGC) upgrade				\$2,500,000		
Replace Workforce Training facility					\$2,000,000	
New classroom/testing center complex						\$3,000,000
TOTAL	\$1,000,000	[see note]	[see note]	\$2,500,000	\$2,000,000	\$3,000,000

Note: LCSC, UI, and NIC will request \$4.0M from PBF in FY2016 and \$4.0M in FY2017 (and will provide another \$4.0M in agency funds) to build a \$12.0M joint student support/classroom facility on a site provided by North Idaho College.

Agency Head Signature: _____

Date: _____

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2014 THROUGH FY 2019
CAPITAL IMPROVEMENTS**

AGENCY: EASTERN IDAHO TECHNICAL COLLEGE

PROJECT DESCRIPTION/LOCATION	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$
New Construction - Energy System Technology Building				\$4.5 M		
Expanded Construction - Phase 2 of Health Care Education Building						\$6 M
New Construction – Additional Parking Lot to Support Health Care Education Building						\$5 M
TOTAL				\$4.5 M		\$6.5 M

Agency Head Signature: Steven K. Allerton

Date: 6-11-13

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2015

Project Title: Construction for
Fine Arts Building
Boise Campus

Institution/Agency: Boise State University

Brief Description: A new building for Fine Arts will achieve several goals in Boise State's Strategic Plan by consolidating programs spread across campus into one building, fostering university and community relations, and advancing the importance of creativity in our modern high-tech economy. Programming, planning, and conceptual design and construction documents have already been prepared and have formed the basis for an overall budget.

Project Scope: 47,500- 65,500 NASF 60,000-100,000 GSF

Estimated Total Project Cost: \$35,000,000

Date Approved by State Board of Education: April 2013 (Planning)

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$15,000,000
University & Donor Funds	\$20,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
N/A	N/A

Budget Year Request

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$15,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The new Fine Arts Building will front Capitol Boulevard just north of the Micron Business and Economics Building, adding another cutting-edge presence on the most visible side of campus while helping foster university and community relationships. It will be just across the river from the Boise Art Museum and the city's cultural district. The siting is consistent with the current Campus Master Plan, and the facility is directly in line with the core themes of the mission the State Board of Education has endorsed for the university: Provide a signature, high-quality undergraduate and graduate education experience; Foster creativity in arts and research that can be transferred to societal, economic, and cultural benefits; And extend our community commitment beyond our educational, creative, and research activities.

The building will consolidate arts programs now scattered across campus, dramatically improving the student educational experience and providing needed physical space to meet increasing student demand for arts classes. It will also address several deficiencies in space and infrastructure that were identified in the arts program's re-accreditation process. The facility will advance the importance that creativity plays in a new, modern economy and will provide the capacity for additional classes as students in traditional STEM programs (Science, Technology, Engineering and Math) elect to take creative courses to complement their studies and boost their skills and career opportunities.

The pre-planning and programming phase of this project is already underway and is being funded internally by the university. This phase will result in final programmed spaces for Fine Arts and the administrative functions of the Arts & Humanities Institute as well as determining what entities within the Fine Arts disciplines will be housed in the new building. It is anticipated that design will be completed by May 2014 and construction will begin Summer 2014.

2. PROJECT COMPONENTS

The project will construct a new facility in the western zone of the campus. The facility will house Fine Arts and functions of the Arts and Humanities Institute. Preliminary planning activities have tentatively identified the following that will be supported by the building:

- Teaching: studios, design laboratories, classrooms, administrative and faculty offices, and spaces for student collaboration.
- Exploration: computer laboratories, centralized workshop facilities, conference rooms, and libraries for study and research; faculty/graduate studio space for creative practices.
- Innovation: multiple-use spaces containing new technologies will facilitate inventive and cross-disciplinary projects.

- Exhibition: gallery spaces for student and traveling exhibits and display areas throughout building for student artwork display and critiques.

3. ALTERNATIVES

The status quo would keep art students, their professors and mentors, and their studio and study space spread throughout campus. Today, arts-related classrooms are housed in five separate buildings, and studio and storage space spread even farther, to two other campus facilities. It would also keep the university from echoing in the arts the major recent building efforts supporting the sciences, engineering, and business and economics. Just as those efforts greatly facilitate scholarly activity and are an important way to focus community attention, constructing a Fine Arts Building will greatly facilitate creative activity and help focus community attention on the arts and the ever-increasing role of design, innovation, and creativity in the modern economy.

4. VACATED SPACES

By providing up-to-date space for the uses described above, the new building will permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other departments, including the STEM disciplines. Because planning is in the early stages, the precise amount of space to be vacated is not yet defined.

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2015

Project Title: Design and Construction for
Science & Research Building #2
Boise Campus

Institution/Agency: Boise State University

Brief Description: Boise State's Master Plan targets the South Campus area for the science and engineering facilities called for in the Strategic Plan to boost research and creativity while creating a signature educational experience for both graduates and undergraduates. The requested funds will pay for planning, design, and partial construction of the second of four science buildings currently envisioned.

Project Scope: 65,000- 78,000 NASF 100,000-120,000 GSF

Estimated Total Cost: \$62,000,000

Estimated Total Design and Partial Construction Cost: \$10,000,000

Date Approved by State Board of Education:

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$10,000,000
University Sources	TBD
Private Donations	TBD

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
N/A	N/A

Budget Year Request

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$10,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second building of the master-planned four-building science and engineering complex in the South Campus zone. The first of these projects, the 101,265-square-foot Environmental Research Building, was recently completed and is now home for Geosciences, Civil Engineering, Public Policy and Administration and Political Science, as well as a community and regional planning program, the environmental finance office, the Public Policy Center and the Frank Church Institute.

Consistent with the 2005 Campus Master Plan, the new science research building will support STEM disciplines (Science, Technology, Engineering and Mathematics) and will be part of a complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state of the art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding. In addition to research spaces, this facility will also provide classrooms and teaching laboratories to expand student learning opportunities and student capacity.

Current thinking is that this second building will focus on Chemistry, Physics, and/or Materials Science Engineering. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help ensure that decisions regarding the particular building design will support the vision put forth in the Master Plan of an integrated science and engineering complex.

2. PROJECT COMPONENTS

This proposed facility blends academic and research units from Chemistry, Physics, and/or Materials Science Engineering. The new building will support graduate and undergraduate academic programs in these disciplines and promote interdisciplinary research. Program elements for this project include core research facilities such as research labs, teaching labs, offices, and administrative space. The new building will also support the Materials Science PhD program and STEM education strategy by providing state of the art teaching and research labs that promote graduate and undergraduate participation.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms, and offices, but the use of these temporary structures are expensive and only meet the short term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the South Campus to accommodate this new facility. Investing in temporary modular facilities would neither be cost effective nor meet academic and research needs.

4. VACATED SPACES

In addition to providing up to date laboratory, classroom, and office space for several academic departments, this project would permit the aforementioned departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of other growing departments. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of other departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts, education, and research.

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CAPITAL BUDGET REQUEST

FY 2015

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: ISU Meridian, Applied biological sciences learning center

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is. The Applied Biological Sciences Learning Center (ABSLC) consists of a physiology lab, a neuroanatomy lab, a bio skills surgical training lab, a faculty research lab, a physical therapy functions lab, and faculty offices. ISU is committed to raising half of the funds necessary to match state support by the Idaho Legislature (JFAC, PBFAC, Governor's Office).

What is the existing program and how will it be improved?

The ABSLC is necessary for the expansion of the Physical Therapy doctoral program in 2015, the Dental Hygiene bachelor's program in 2014, and the Occupational Therapy master's program in 2018 to the Southwest Region in accordance with the State Board of Education 5-Year Plan.

What will be the impact on your operating budget?

The proposal for Meridian staffing has been presented to senior administration in establishing this project together with a business plan demonstrating return on investment through outreach education revenue.

What are the consequences if this project is not funded?

The Physical Therapy program will not be able to expand to the Treasure Valley despite workforce demand in populous Southwest Idaho.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,060,075
A/E fees	\$ 262,000	General Account	\$
Construction	\$ 1,369,149	Agency Funds	\$ 1,060,074
5% Contingency	\$ 69,000	Federal Funds	\$
F F & E	\$ 250,000	Other	\$
Other	\$ 170,000		\$
Total	\$ 2,120,149	Total	\$ 2,120,149

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Eli Oboler Library

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is. This project will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also address all seismic needs within the ceiling system and book stacks throughout the Library.

What is the existing program and how will it be improved?

The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

What will be the impact on your operating budget?

The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork will no longer need to occur.

What are the consequences if this project is not funded?

Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 6,000,000
A/E fees	\$ 720,000	General Account	\$
Construction	\$ 5,016,000	Agency Funds	\$
5% Contingency	\$ 264,000	Federal Funds	\$
F F & E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 6,000,000	Total	\$ 6,000,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2015

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Beckley Nursing Asbestos Mitigation

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

This project will mitigate the asbestos in the building, with emphasis on the open plenum supply design ceiling system. The work will require asbestos mitigation and the replacement of flooring, ceilings, and other materials removed or impacted by asbestos abatement. This project will also provide for renovation of office and classroom spaces within Beckley Nursing.

What is the existing program and how will it be improved?

Health and safety of building occupants and maintenance personnel. Even simple tasks of replacing ceiling tiles or replacing light bulbs can pose risks to staff.

What will be the impact on your operating budget?

This project does not add square feet of functional space but will require agency to provide funding for temporaries moves to accommodate the mitigating and related construction work.

What are the consequences if this project is not funded?

At this time, any maintenance work on lighting or ceiling panels required asbestos monitoring, which adds labor costs and delays in service response time. Additionally, some tasks are impossible to complete within the ceiling plenum. Finally, should there be some significant roof repairs; the building may need to be evacuated. If the required roof work takes place during the academic year, the disruptions to classes and labs would be intolerable.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,700,000
A/E fees	\$ 62,000	General Account	\$
Construction	\$ 1,560,000	Agency Funds	\$
5% Contingency	\$ 78,000	Federal Funds	\$
F F & E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 1,700,000	Total	\$ 1,700,000

Agency Head Signature: _____

Date: _____

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Integrated Research and Innovation Center

Institution/Agency: University of Idaho

Brief Description:

The Integrated Research and Innovation Center (IRIC) project involves construction of a new laboratory facility providing robust, modern, well-equipped spaces supporting a broad range of leading edge, collaborative research programs. The IRIC will provide state of the art laboratory space and infrastructure for teams of scientists and researchers across a wide variety of disciplines to conduct joint, collaborative research on issues that span across multiple traditional research subjects. These collaborative teams will come together in the Integrated Research and Innovation Center for a limited period of time, perhaps 3 – 5 years, to work a specific research project. Once that research effort is completed, the space will be made available for a new and different team working yet another line of inquiry. The vision is that the Integrated Research and Innovation Center supports cutting edge research based around systems rather than individual disciplines and that the space is flexible and the research within it conducted changes over time.

This project was formerly known as the Science and New Technologies / Interdisciplinary Research & Education Facility and previous requests of the Permanent Building Fund were submitted under that title.

Previous iterations of the University's request for this project under the former title envisioned a larger facility of approximately 100,000 to 115,000 GSF. In 2009, the university revisited the project and revised the project vision downward towards a smaller, more efficient facility that still accomplishes the goals and aspirations of the overall effort. In 2012, the university engaged in a further exercise to refine the proposed facility program and cost estimates. This effort aimed to ensure that the proposed facility is both efficient and sized and programmed correctly to best meet the goals and intent of the stated project need. The refined program effort was completed in April of 2012.

The 2013 Legislature allocated \$2,500,000 towards this project in the Major Capital Category of the Permanent Building Fund (PBF) for FY 2014.

This year's FY 2015 request reflects this recent program refinement and the more efficient vision for the desired Integrated Research and Innovation Center. It further reflects the funds allocated in FY 2014.

As with all previous requests, the intent is that the IRIC facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time.

Project Scope:

NASF

GSF

Building size:

31,500

52,900

Site and Utility infrastructure

All project fees and related expenses

Fixed Research Equipment NIC

Movable Furnishings, Fixtures and Equipment NIC

Estimated Total Cost:

\$47,800,000

Date Approved by State Board of Education:

First request, July 1999

Fifteenth Request, July 2013, (*Second request for the revised IRIC Facility.*)

Source of Construction Funds (by fund source and amount):

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$ 5,000,000
Other Funding		
Bond Financing		\$27,800,000
Gifts		<u>\$15,000,000</u>
Total		\$47,800,000

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Fed FY05 Federal Funding		\$892,500
<i>The University received a federal FY 05 grant that allowed for an initial assessment and Feasibility Study. This preliminary feasibility work is not included in the amounts listed above.</i>		
Permanent Building Fund (FY 14)		\$2,500,000

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$2,500,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The University sought, and received, a federal FY 05 grant to allow the university to conduct an initial, predesign Technical Analysis and Feasibility Study for this project effort. In the fall of 2006, the University selected NBBJ architects to assist the university and to conduct that analysis and study via a Request for Qualifications process. An initial report was finalized and prepared in the Spring of 2008, and this report served as the basis for the July 2008 request.

Subsequently, Dr. John McIver joined the university as the Vice President for Research, bringing a fresh, new vision for the University's research efforts. Under Dr. McIver's leadership, the University has re-examined the underlying assumptions that support the desires and aspirations for the facility proposed under the title of the Science and New Technologies / Interdisciplinary Research & Education Facility. While the need for the proposed facility was confirmed, a slightly smaller and much more efficient vision of the facility emerged. Hence this request for a facility that is approximately smaller and less costly than previous requests, and its new title: the Integrated Research and Innovation Center.

In support of both the initial assessment and the revised program work, the university and the consultant conducted an exhaustive and detailed process that included an audit and assessment of existing science and research facilities, an audit and assessment of building level and campus level infrastructure systems to determine the capacity to support the desired program of research, site selection, programmatic analysis, research team composition and optimization, desired levels of occupancy in the proposed structure, etc. NBBJ delivered their revised, final report and recommendations for the new vision of the project in April 2012.

In December of 2012, the university sought and received authorization from the University of Idaho Board of Regents to pursue the design phase for the project. During the spring of 2013, a program verification process was conducted and the conceptual design phase was completed. The university and NBBJ are currently in the early staged of the schematic design phase.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and scientific personnel and programs. Specific facility features and attributes have been preliminarily identified in the in the processes and phases completed to date, and will be further detailed during the remaining planning and design phases over the course of the next 12 months.

2. PROJECT COMPONENTS

The majority of the project complex will consist of research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). Purchase of major fixed research equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems is not yet currently included in the project, as these items as are yet to be identified. Movable and portable furnishings and fixtures are not included in the current costs estimates.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 2: Renovate Existing Laboratory & Research Spaces in Existing Buildings as Necessary to Accomplish the programmatic Goals for Interdisciplinary Research

As noted above a Technical Analysis and Feasibility Study was conducted by the University and its consultant, NBBJ Architects in 2008 and revisited and revised in 2012. This effort included an exhaustive assessment and audit of the existing research facilities, spaces, and building level infrastructure systems on campus. The summary conclusion of this effort is that the existing facilities and spaces are not equipped or suitable in their current state to facilitate the sorts of interdisciplinary programs envisioned and needed. Further the renovation costs to bring these facilities up to the standards necessary would far exceed the cost of a new build. And further still, such dispersed renovations would not produce the desired synergies and interdisciplinary relationships set out as the major programmatic goals and vision for the project effort. The university has therefore rejected this alternative based upon the results of the Technical Analysis and Feasibility Study.

Alternative 3: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between undergraduate and graduate students, and researchers. The university rejected this alternative.

Alternative 4: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. The recently completed Technical Analysis and Feasibility Study verifies this alternative as the most viable alternative conducive to the goals and vision for the effort, and as the most efficient and least costly alternative. This is the university's preferred alternative.

4. VACATED SPACE

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. The proposed IRIC is envisioned as a facility in which researchers from a variety of disciplines across campus will have a place to work together in collaborative teams on specific research projects. Upon the conclusion of any one specific project, the team members will vacate the space and a new team with a new project will take over. It may be that some , limited space currently used for instructional laboratories and some research laboratories may be vacated. If there is any such space vacated, it will be very limited and it is anticipated that it may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Integrated Research and Innovation Center

Building Statistics:

NASF: 31,500
GSF: 52,900
Net to Gross 60% +/- Target

	Estimated Total Cost	Pre-Design, Prior to Project	Prior to Budget Year - FY14	Budget Year - FY15	2nd Year FY16	3rd Year FY17	4th Year FY18	5th Year FY19
PROJECT SUMMARY:								
A. Arch. & Engr. (Project Planning & Pre-Design)								
PreDesign Technical Analysis & Feasibility Study <i>(Prior work not included in costs below.)</i>		892,500						
Planning & Design	4,500,000		3,150,000	725,000	625,000			
Schematic Design	inc. above							
Design Development	inc. above							
Construction Documents	inc. above							
Construction Supervision	inc. above							
B. Asbestos Abatement Arch/Eng/Hygienist Fees	inc. above							
C. Tests, Permits	610,000		122,700	245,000	242,300			
SUBTOTAL ARCH. & ENGR.	5,110,000	892,500	3,272,700	970,000	867,300			
D. Moving, Administration, Demolition, Project Costs	2,000,000			1,250,000	750,000			
E. Asbestos Abatement	inc. above							
F. Construction								
Estimated Bid Cost, May 2012 Est.	30,350,000			15,000,000	15,350,000			
Construction Contingency	3,035,000			1,000,000	2,035,000			
G. Furnishings/Moveable Equipment	1,000,000				1,000,000			
H. Contingency (Project) <i>Includes Escalation Allowance for out years.</i>	6,305,000		327,300	3,000,000	2,977,700			
TOTAL PROJECT REQUEST	47,800,000	892,500	3,600,000	21,220,000	22,980,000			
SOURCE OF FUNDS:								
Permanent Building Fund	5,000,000		2,500,000	2,500,000				
General Education								
Federal		892,500						
Bond Sale	27,800,000			27,800,000				
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue								
Other Funds, including Gifts (UI Funds)	15,000,000		5,000,000	5,000,000	5,000,000			
TOTAL	47,800,000	892,500	7,500,000	35,300,000	5,000,000			
Utilities	TBD						TBD	TBD
Custodial	TBD						TBD	TBD
Repairs & Maintenance	TBD						TBD	TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education



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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Institution/Agency: North Idaho College, Lewis Clark State College, University of Idaho

Brief Description:

North Idaho College, Lewis Clark State College, and the University of Idaho envision the creation of an education corridor in Coeur d'Alene stretching along the banks of the Spokane River and adjacent to North Idaho College. Higher Education programmatic growth in the Coeur d'Alene area will be concentrated in this education corridor. Additional facilities and resources are needed to service the growing population and the corresponding demand for access to higher education programs and content. The collaboration potential afforded by co-location of three institutions of higher education in this proposed facility will provide increased access and higher education opportunities for students of all levels in the area.

Project Scope:

Building size:

NASF

TBD

GSF

TBD

Site and utility infrastructure

Furnishings, Fixtures and Equipment

All project fees and related expenses

Estimated Total Cost:

\$12,420,800

Date Approved by State Board of Education:

First request, July 2006 *(Note: As the Northern Idaho Classroom and Office Facility)*

Second request, July 2007

Third request, July 2008

Fourth request, July 2009

Fifth request, July 2010

Sixth Request, July 2011

Seventh Request, July 2012 *(Note: Facility size and project scope dramatically reduced)*

Eighth request, July 2013

Source of Construction Funds (by fund source and amount):

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$8,420,800
Gifted Funds		\$4,000,000
	Total:	\$12,420,800

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Permanent Building Fund (FY 09)		\$420,800

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$4,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

North Idaho College, Lewis Clark State College, and the University of Idaho propose a collaborative facility housing units of each institution to be located on property owned by the North Idaho College Foundation and leased to North Idaho College. Such a collaborative facility will allow North Idaho College, Lewis Clark State College, and the University of Idaho to consolidate programs located in various facilities at one location and better serve the citizens of the area, each institution in accordance with the corresponding role and mission statements. The proximity of this location to North Idaho College is of an advantage as it provides the ability and opportunity to leverage the existing facilities of North Idaho College and to develop collaborative joint programs with North Idaho College faculty and staff.

2. PROJECT COMPONENTS

This facility will be approximately TBD square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The preliminary cost estimate for the building is \$12,420,800. The State provided \$420,800 in FY09 funding to the University of Idaho to support initial programming and pre-design work. The initial programming and pre-design phase was initiated, however, it was placed in a hiatus status while the three institutions began discussion aimed at a revised conceptualization of the facility as a much smaller facility than that which was initially envisioned.

Once restarted, work products from the pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate.

For FY 2015, North Idaho College, Lewis Clark State College, and the University of Idaho are jointly requesting \$4,000,000 from the state funding via the Permanent Building Fund to support completion of the design and construction documents for the facility. The remainder of the State support, an additional \$4,000,000 will be requested in FY 2016. North Idaho College, Lewis Clark State College, and the University of Idaho will seek to jointly raise a total of \$4,000,000 in gifted funds through their respective capital campaigns to complete the funding picture.

The facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.

3. VACATED SPACE

North Idaho College and Lewis Clark State College expect to vacate a number of temporary modular facilities once the new facility is completed.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Building Statistics:

NASF: TBD
GSF: TBD
Net to Gross Target 75%

	Estimated Total Cost	Prior to Budget Year	1st Year FY15	2nd Year FY16	3rd Year FY17	4th Year FY18	5th Year FY19	6th Year FY20
PROJECT SUMMARY:								
A. Arch. & Engr. (Project Planning & Pre-Design)	420,800	420,800	0	0				
Schematic Design	191,000	0	191,000	0				
Design Development	254,700	0	254,700	0				
Construction Documents*	509,400	0	509,400	0				
Construction Supervision**	318,400	0	0	318,400				
B. Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0				
C. Tests, Permits, Fees, Etc.	100,000	0	35,000	65,000				
SUBTOTAL ARCH. & ENGR.	1,794,300	420,800	990,100	383,400				
D. Moving, Administration	14,000	0	6,000	8,000				
E. Asbestos Abatement	0	0	0	0				
F. Construction*** (Preliminary Estimate)	9,050,000			9,050,000				
G. Furnishings/Moveable Equipment	657,500			657,500				
H. Contingency (Project)	905,000		90,000	815,000				
TOTAL PROJECT REQUEST	12,420,800	420,800	1,086,100	10,913,900				
SOURCE OF FUNDS:								
Permanent Building Fund	8,420,800	420,800	4,000,000	4,000,000				
General Education								
Federal								
Bond Sale								
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue	4,000,000	0	2,000,000	2,000,000				
Other Funds, including Gifts (UI Funds)								
TOTAL	12,420,800	420,800	6,000,000	6,000,000				

Utilities TBD
Custodial TBD
Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education

- * Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Preliminary Estimate

**CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)**

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Spalding Hall (SPH) upgrade

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.** This project would upgrade classroom, conference, and office spaces in Spalding Hall. Upgrades would include energy-efficient windows and doors, improved lighting, re-carpeting, and HVAC and electrical improvements.
- (B) What is the existing program and how will it be improved?** Spalding Hall supports the faculty, staff, and students of three LCSC instructional divisions: Education, Humanities, and Social Sciences. The offices of the Dean of Academic Programs are also located within the building. The 20,000 square foot facility was built in 1924 and has not been remodeled since 1977, when localized repairs were necessary after a fire in the basement. The decrepit roof of the building is being replaced through a separate DPW project (#13-151). Under the proposed project for FY2015, installation of energy-efficient windows and doors, hanging ceilings, carpet replacement, whiteboards, projection equipment, HVAC, and electrical/lighting improvements will restore this antiquated, inefficient building so that it can adequately support academic operations.
- (C) What will be the impact on your operating budget?** Upgrade of the facility will increase energy efficiency and support increased productivity for the users of the building. The proposed upgrades should not result in increased ongoing operating costs for the facility.
- (D) What are the consequences if this project is not funded?** The modest improvements proposed as part of this project would enable the College to provide a safe and efficient environment for students and staff while avoiding the costs which would be incurred if the facility were to be demolished and replaced with a new fully-functional building.

[Spalding Hall upgrade, continued.]

ESTIMATED BUDGET:		FUNDING:	
Land	\$0	PBF	\$850,000
A/E fees	\$50,000	General Account	\$0
Construction	\$850,000	Agency Funds	\$150,000
5% Contingency	\$50,000	Federal Funds	\$0
F F & E	\$50,000	Other	\$0
Other	\$0		
Total	\$1,000,000	Total	\$1,000,000

Agency Head Signature: _____

Date: _____

PROJECT DESCRIPTION/LOCATION: Northern Idaho Collaborative Education Facility

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.** The NICEF will be an approximately 45,000 square foot facility which will house LCSC, NIC, and UI programs on the NIC campus in Coeur d'Alene (CdA). The facility will provide classrooms, offices, service areas, and common space to serve students from all three institutions and will replace dispersed temporary instructional and office facilities now leased in the local area by LCSC and UI. This is a joint request by LCSC, UI, and NIC, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated \$12,000,000 cost of this project would be covered by \$4,000,000 in Agency funds and \$8,000,000 in PBF dollars (spread over multiple years). NIC has already made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.
- (B) What is the existing program and how will it be improved?** LCSC programs in CdA (serving over 400 students) are being delivered from leased space in Harbor Center (a converted restaurant located north of the NIC campus) and from leased classrooms above the NIC library. Instruction and student support service delivery is fragmented. Services take place at multiple, separate locations, including some locations remote from the center of student activity on the NIC campus. The joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location within the CdA education corridor. The joint facility will accommodate LCSC's growing enrollment in the region in a collaborative facility which will support community college, baccalaureate, and graduate training throughout Northern Idaho.
- (C) What will be the impact on your operating budget?** Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI, and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.
- (D) What are the consequences if this project is not funded?** The existing, temporary facilities for LCSC students in CdA cannot continue to meet the growing demand for student programs in the area. Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project—the first of its type among the three participating institutions—would be a highly effective and efficient use of Permanent Building Fund (as well as Agency) dollars, avoiding

expenditures for separate, duplicative facilities.

ESTIMATED BUDGET: [See UI PBF request—contains budget for joint facility] Land A/E fees Construction 5% Contingency F F & E Other Total	FUNDING: PBF General Account Agency Funds Federal Funds Other Total
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Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2015

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College**

AGENCY PROJECT PRIORITY: **1**

PROJECT DESCRIPTION/LOCATION: **Professional Technical Building**

CONTACT PERSON: **Ron Dorn**

TELEPHONE: **208-769-3340**

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is. To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.
- (B) What is the existing program and how will it be improved? Currently there are business and professional programs, health professions and trades and industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.
- (C) What will be the impact on your operating budget? Would increase in the areas of staffing, utilities and maintenance costs.
- (D) What are the consequences if this project is not funded? In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$12,000,000
A/E fees	960,000	General Account	
Construction	9,600,000	Agency Funds	
5% Contingency	480,000	Federal Funds	
F F & E	960,000	Other	
Other			
Total	\$12,000,000	Total	\$12,000,000

Agency Head Signature: _____

Date: 5/29/13

CAPITAL BUDGET REQUEST

FY 2015

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College**

AGENCY PROJECT PRIORITY: **2**

PROJECT DESCRIPTION/LOCATION: **North Idaho Collaborative Education Facility**

CONTACT PERSON: **Ron Dorn**

TELEPHONE: **(208) 769-3340**

PROJECT JUSTIFICATION:

- (A) **Concisely describe what the project is.** The NICEF will be an approximately 45,000 square foot facility which will house NIC, LCSC, and UI programs on the NIC campus in Coeur d'Alene (CdA). The facility will provide classrooms, offices, service areas, and common space to serve students from all three institutions and will replace dispersed temporary instructional and office facilities now leased in the local area by LCSC and UI. This is a joint request by LCSC, UI, and NIC, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated \$12,000,000 cost of this project would be covered by \$4,000,000 in Agency funds and \$8,000,000 in PBF dollars (potentially spread over multiple years). NIC has made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.
- (B) **What is the existing program and how will it be improved?** The joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location within the CdA education corridor. The joint facility will accommodate LCSC's programs and their current portable classrooms will be removed from the Education Corridor.
- (C) **What will be the impact on your operating budget?** Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI, and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.
- (D) **What are the consequences if this project is not funded?** Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project—the first of its type among the three participating institutions—would be a highly effective and efficient use of Permanent Building Fund (as well as Agency) dollars, avoiding expenditures for separate, duplicative facilities.

ESTIMATED BUDGET: [See UI PBF request]		FUNDING:	
Land	\$	PBF	\$
A/E fees		General Account	
Construction		Agency Funds	
5% Contingency		Federal Funds	
F F & E		Other	
Other			
Total	\$	Total	\$

Agency Head Signature: _____

Date: _____

05/29/13

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Student Union Building / Nampa Campus

CONTACT PERSON: Craig Brown

TELEPHONE: 562-3279

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.
The Student Union Building will be located on the CWI Nampa campus and will establish a campus core focal point as outlined in the campus master plan. Completed programming reflects a 140K sf. building that includes key services and functions including; Student Services and Resource Center, Library/ Learning Center, Food Service, Retail Services including Bookstore and Conference/ Commons spaces.
- (B) What is the existing program and how will it be improved?
The Nampa campus currently lacks services and programs which are needed to serve a rapidly growing student population. The existing library and bookstore are not on campus and are undersized for the student population served. The Culinary Arts program is currently located on the BSU campus and would be relocated and expanded to support food service and convention center activities.
- (C) What will be the impact on your operating budget?
Additional operating costs will be incurred related to utilities and maintenance. Some costs will be offset through relocation of some services and programs including the Culinary Arts program from BSU which will eliminate rent. Additionally, some revenue would be generated to support operations of the facility through retail and convention services.
- (D) What are the consequences if this project is not funded?
A Dormitory Commission has been established and will provide the largest portion of funding as reflected under Agency Funds. If the balance is not funded, additional student fee funding may have to occur and it is likely the timing of the project would be delayed. The project scope would be impacted and might include not providing some services. Additionally, relocating the Culinary Arts program from BSU. would not occur as planned.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 21,000,000
A/E fees	\$ 3,600,000	General Account	
Construction	\$ 36,000,000	Agency Funds	<u>\$ 24,000,000</u>
5% Contingency	\$ 1,800,000	Federal Funds	
F F & E	<u>\$ 3,600,000</u>	Other	
Other			
Total	\$ 45,000,000	Total	\$ 45,000,000

Agency Head Signature: Charles A. Wright

Date: 7/1/2013

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Health Sciences Building / Nampa Campus

CONTACT PERSON: Craig Brown, VP Resource Development TELEPHONE: 562-3412

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is:

New 80,072 square ft. health sciences building. Existing CWI programs to be housed in this building include: dental assisting, surgical technician, nursing (Associate and assistant), paramedic, etc. Will include biology/chemistry laboratories, classrooms, study and common areas for students, and faculty offices.

(B) What is the existing program and how will it be improved?

Currently, CWI has health science programs and course offerings spread across the two-county area. There is a strong need to consolidate courses and programs to allow students and faculty to focus their efforts, and to be in synergy with local health care providers. This will allow for more effective use of clinical sites.

(C) What will be the impact on your operating budget?

Impact will be additional utility, custodial and maintenance costs. CWI will request Occupancy Costs through a future State Board of Education and Governor/Legislative process, but will be prepared to use existing tuition revenue to maintain the new facility, if needed.

(D) What are the consequences if this project is not funded?

CWI would continue to offer health science and related courses at a variety of campus and center locations spread across Ada and Canyon Counties.

ESTIMATED BUDGET:

Land	\$ 0
A/E fees	\$ 2,680,000
Construction	\$ 26,800,000
5% Contingency	\$ 1,340,000
F F & E	\$ 4,020,000
Other	\$ 0
Total	\$ 34,840,000

FUNDING:

PBF	\$ 34,840,000
General Account	
Agency Funds	
Federal Funds	
Other	
Total	\$ 34,840,000

Agency Head Signature: *Charles A. Wright*

Date: 7/1/2013

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Gender Equity Reports

REFERENCE

August 2012

Board approved revisions to policy V.X.,
Intercollegiate Athletics, which requires a gender
equity report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section V.X.

BACKGROUND/ DISCUSSION

The Board last reviewed the gender equity reports at the February 2011 meeting. Since that time, the Business Affairs and Human Resources (BAHR) and Audit Committees, staff and the institutions have reviewed historical issues related to gender equity and worked on revising Board policy for athletics including gender equity.

The resulting revision to Board policy V.X. provides "The chief executive officer of each institution shall prepare a gender equity report for review and formal approval by the Board in a format and time to be determined by the Executive Director. The gender equity report will show the status of an institution's compliance with Title IX. The gender equity report will show the changes to the athletics programs necessary to comply with Title IX over time."

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. §1681(a))

In regard to intercollegiate athletics, the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" in 1996 to analyze if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Second, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical including equipment and supplies,

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scheduling games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Third, the selection of sports and the level of competition must accommodate the students' interests and abilities using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are **underrepresented** among intercollegiate athletes and the institution cannot show a **continuing practice of program expansion**, whether it can be demonstrated that the interests and abilities of the members of that gender have been fully and effectively accommodated by the present program.

Staff and the institutions determined that the existing gender equity report could be enhanced to provide additional necessary information and establish key terms and definitions to provide consistency. Also, the number of years included in the forecast was reduced considerably to five out-years which should be more meaningful in showing an institution's plan to address any issues with gender equity compliance.

ATTACHMENTS

Attachment 1 – Title IX Gender Equity Definitions	Page 5
Attachment 2 – Title IX Compliance Requirements	Page 9
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Attachment 4 – Boise State University (BSU) narrative	Page 17
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Attachment 11 – LCSC gender equity report	Page 47

STAFF COMMENTS AND RECOMMENDATIONS

One enhancement to the report was the inclusion of average squad size. Per the OCR's 1996 Policy Clarification, determining how close is "close enough" can be done using the following formula:

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- 1) Identify the average number of participants per team of the under-represented gender; and
- 2) Identify the number of participants that is needed to be added to the current program to achieve strict proportionality.

If the average number in 1) is larger, then there is compliance with the substantial proportionality factor of part three of the test. If the number to be added in 2) above is larger, then there is noncompliance with the substantial proportionality factor of part three of the test.

The other additions include the notes and definitions in Attachments 2-4.

A narrative describing the current status of gender equity compliance is provided along with the gender equity report for each institution.

BOARD ACTION

I move to approve the Gender Equity Reports for BSU, ISU, UI and LCSC as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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NOTE A: Full-Time Students - Undergraduate Population

1990 Title IX Athletics Investigator's Manual and 1996 Policy Clarification for the three-part test refined this definition to "full-time undergraduate enrollment"

OCR has never defined enrollment beyond that wording.

Use full time undergraduate headcount, BS/BA or higher degree seeking (so does not include PTE students); these are students eligible to participate in NCAA athletics; average Fall & Spring

NOTE B: Title IX Definition of Athletic Participant (duplicated count):

- 1) Receives institutionally sponsored support normally provided to athletes competing at institution (e.g. coaching, equipment, medical and training room services, etc.); and
- 2) Participates in organized practices sessions and other team meetings and activities on a regular basis during your sports' season; and
- 3) Is listed on the eligibility or squad lists maintained for your sport (start-of-season or end-of-season squad lists); or
- 4) Because of injury, cannot meet 1,2, or 3 above, but continues to receive financial aid on a basis of athletic ability.

Additional Notes: start-of-season and end-of-season squad lists should be counted; individual athletes should be counted for each team in which they compete (i.e. indoor, outdoor track, cross = 3 participation opportunities)

NOTE: expanded definition on special cases under PARTICIPANT DEFINITION worksheet

NOTE C: Variance between FT undergraduate population and athletic participation should be substantially proportionate

NOTE D: Male or Female Student-Athletes Needed indicates the number of participants needed in the under-represented gender to achieve strict proportionality between FT undergraduate and athletic participant populations

NOTE E: How Close is "Close Enough"

Per the OCR's 1996 Policy Clarification, determining how close is "close enough" can be done using the following formula:

- 1) identify the average number of participants per team of the under-represented gender
- 2) identify the number of participants that is needed to be added to the current program to achieve strict proportionality; and
- 3) if the average number is larger (1), there is compliance with test one (proportionality). If the number to be added is larger, the result is noncompliance with test one.

NOTE F: Title IX Definition of Financial Aid Participant (unduplicated count):

A "financial aid participant" is defined the same way as a "participant" in the preceding section; however, the important distinction is, when analyzing scholarships, the participants should only be counted one time, regardless of how many sports programs in which he or she competes. This is also referred to as the unduplicated participant count

NOTE: expanded definition on special cases under PARTICIPANT DEFINITION WORKSHEET

NOTE G: Athletic Financial Aid Totals:

Dollars to be counted are athletic grant dollars awarded for athletic ability. From the NCAA squad list, the correct amounts to use are labeled as "Athletic Grant Amount". This would include any tuition or other waivers.

NOTE H: Variance between Athletic Financial Aid and Unduplicated Participant Count

Student aid awarded per gender must be substantially proportionate to the ratio of male and female athletes.

1998 OCR issued policy identifying one percentage point as an acceptable variance.

NOTE I: Participants by Sport

Participant definition from NOTE B above should be used

NOTE J: Equal treatment within programs is as equally important as participation opportunities and athletic financial aid. Title IX requires equity in 11 additional programs areas between genders.

Sources: <http://bailiwick.lib.uiowa.edu/ge/aboutRE.html>

Title IX and Intercollegiate Athletics: How It All Works, Valerie McMurtrie Bonnette

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Title IX Compliance Requirements

ATTACHMENT 2

Accommodations of Interests & Abilities

Selection of sports and the level of competition must accommodate the students' interests and abilities by meeting one of the following three tests:

- 1) Participation opportunities for male and female students are substantially proportionate to their respective enrollments
- 2) Show a history and continuing practice of program expansion responsive to the developing interests and abilities of females
- 3) If no to #1 or #2 above, demonstrate interests and abilities of females have been fully and effectively accommodated

Athletic Financial Aid

Student aid must be substantially proportionate to the ratio of male and female student-athletes (financial aid participant, unduplicated count).

Equal Treatment within Programs

All other benefits, opportunities, and treatments afforded sports participants are to be equivalent:

- 1) Equipment & supplies: quality, suitability, quantity, availability, maintenance, and replacement
- 2) Scheduling of Games & Practices: # of competitive events per sport, number & length of practice, time of day, etc.
- 3) Travel & Per Diem Allowances: modes of transportation, travel housing, dining arrangements, length of stay before & after
- 4) Academic Tutoring: availability of tutoring, tutor qualifications and experience, rates of pay, employment conditions
- 5) Coaching Assignment & Compensation: full-time coaches, assistants, graduate assistants, or restricted earnings coaches
- 6) Locker Rooms, Practice & Event Facilities: quality, availability, exclusivity of use, maintenance and preparation of facilities
- 7) Medical & Training Facilities & Services: quality and availability of personnel, athletic trainers, conditioning, insurance coverage
- 8) Housing & Dining: benefits available during regular year, pre-game and post-game meals, services provided when no classes
- 9) Publicity: availability and quality of sports information personnel, access to resources & quantity/quality of promotional devices
- 10) Support Services: admin. Support, clerical and secretarial support, office space, equipment and supplies, support staff
- 11) Recruitment of Student-Athletes: opportunities for coaches/others to recruit, equivalent financial and other resources

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Guidelines for Counting Financial Aid Participants Using Title IX Definition:

All of the following guidelines apply when counting athletic financial aid participants, however, participants who compete on more than one athletic team should only be counted ONE TIME.

Guidelines for Counting Athletic Participants Using Title IX Definition:

A participant is defined as those athletes:

- a. Who are receiving the institutionally-sponsored support normally provided to athletes competition at the institution involved, e.g., coaching equipment, medical and training room services, on a regular basis during a sport's season; and
- b. Who are participating in organized practice sessions and other team meetings and activities on a regular basis during a sport's season; and
- c. Who are listed on the eligibility or squad lists maintained for each sport; or
- d. Who, because of injury, cannot meet a, b, or c above but continue to receive financial aid on the basis of athletic ability

Notes:

OCR's working definition of a participant counts anyone who is on the team and on the squad list as of the first date of "countable" competition. Individuals who join after the first date of competition also should be counted.

Start of season and end of season squad lists should be reviewed for each sport so participants who joined the team after the first countable contests are accounted for.

Compliance is based on actual participation rates, so final compliance determination for the current academic year is not complete until actual participation figures are set for the academic year.

It is not acceptable for an institution to inflate participation numbers by adding names to the squad list before the first date of competition and eliminating them soon after. Artificial manipulation of participation numbers would not withstand the scrutiny of an OCR investigation.

SUMMARY LIST:

Count the Following as Participants:

Individuals on the squad list and who are on the team as of the first date of competition

Anyone joining the team after the first contest if joining during a time that countable contests are scheduled

Walk-ons (this includes those who do not receive scholarships and do not compete in games)

Junior varsity, freshman, "B" team, etc. members

Individuals who quit or were cut from the team after the first countable contest

Redshirts

Partial Qualifiers

Fall baseball/softball participants if countable contests are scheduled in the fall

Medical redshirts, medical exempt status who are injured and cannot compete regardless of the year they are injured if they are receiving athletic financial aid

Mid-year transfers who are available and eligible to participate in countable contests scheduled in the spring term

Do Not Count the Following as Participants

"Slots" or positions that have not been filled on your squad list

Club, intramural, or recreational program participants

Individuals who quit or were cut from the team before the first countable contest and are not on athletic financial aid

Fall baseball/softball participants if countable contests are not scheduled in the fall

Mid-year transfers for sports if countable contests are not scheduled in the spring term

Spring football participants

Male athletes asked to scrimmage against women's teams

Fifth year student-athletes who have exhausted their eligibility to compete in countable contests, even though they may receive athletic financial aid

Medical redshirts, medical exempt status who are injured and cannot compete if their injury and inability to participate occurred prior to the first countable contest and they are not receiving athletic financial aid

Student managers - even if they receive scholarships

Cheerleaders - even if they receive scholarships

Student coaches - even if they receive scholarships

Student trainers - even if they receive scholarships

Academically ineligible student-athletes

EXPANDED DEFINITIONS:

Count the Same Individual More Than Once.

Athletes should be counted for each team on which they participate. For example, a student-athlete participating on a baseball and football team should be counted twice. A student-athlete participating on the cross country team, indoor and outdoor track team should be counted three times.

Walk-ons.

Student-athletes usually not recruited by coaches or who do not receive athletic aid initially but make the team, should be counted.

Quit or Cut From the Team.

Student-athletes who make it through the first date of countable competition should be counted. Student-Athletes who quit or are cut before the first date are not counted unless they remain on athletic aid.

Joining After the First Date of Countable Competition.

Any student-athlete who joins the team after the first contest who receives coaching, training room services, tutoring, and/or other benefits at the time any countable contests are scheduled should be counted.

Mid-Year Transfers.

Depending on their sport and whether countable contests are scheduled.

Football: a mid-year transfer who missed the fall competitive season, and participates in the spring should not be counted event if receiving athletic financial aid. However, the dollars awarded to these scholarship athletes should be counted in the calculations for athletic scholarships. Those dollars are usually available because someone receiving aid in the fall graduated or otherwise left the team at the end of the fall term. Not counting the mid-year transfer as a participant for football, even when counting the aid that he receives, does not usually affect the participation opportunities analysis.

Volleyball: a mid-year transfer should be counted if countable contests are scheduled in the spring.

Soccer: a mid-year transfer should be counted if countable contests are scheduled in the spring.

"Multi-Season Sports: "a mid-year transfer in a sport that has competitive seasons and countable contests in both the fall and spring should be counted as participants.

"Baseball/Softball: "a student-athlete who only participates in the fall semester on a baseball or softball team should be counted IF there were countable contests in the fall semester and should not be counted if there were not countable contests in the fall.

Redshirts.

Student-athletes not participating in a competitive event, but are receiving benefits in coaching, practice, training room services, tutoring, etc. should be counted.

Partial Qualifiers.

Student-athletes who, for academic reasons, may practice with a team, but not compete, should be counted.

Medicals.

Student-athletes who are not on athletic financial aid and are injured and cannot compete should not be counted IF their injury occurred prior to the first countable contest. The student-athlete should be counted if their injury occurred after the first countable contest.

Student-athletes receiving athletic financial aid should be counted regardless of when the injury occurred.

Fifth Year.

Student-athletes in their fifth-year of study who are receiving athletic financial aid should not be counted as participants if they have exhausted their four years of eligibility to compete in countable contests.

"Slots"

Even if a coach intends to fill or has additional "slots" or positions to fill on their team, if they are not filled, they should not be counted as participants.

Male Athletes Practicing with Female Athletes.

Male student-athletes who practice against female student-athletes should not be counted (even if they are listed on the squad list or provided some benefits, such as practice uniforms) unless they are on a men's or co-ed team.

Academically Ineligible.

Students who are academically ineligible usually are excluded from all team-related benefits, so should not be counted.

Source: Title IX and Intercollegiate Athletics; Valerie McMurtrie Bonnette

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Title IX Compliance – Boise State Athletics

I. Evaluation Method

At Boise State University, the Athletic Department, with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee, conducts an annual *Gender-Equity Review for Compliance with Title IX in Athletics* to assess compliance with Title IX and offers recommendations to achieve and maintain compliance in areas where gender differences may currently exist or may be developing. Those recommendations and progress towards completion are outlined in the next section.

Through this process, the Athletic Department is reviewed annually for compliance with regard to **Accommodation of Interests and Abilities** and **Athletic Financial Assistance** each year.

The remaining eleven program areas under **Athletic Benefits and Opportunities** are then reviewed on a rotating basis (schedule listed below). However, in 2009-2010, a comprehensive review was completed to assess all thirteen program areas in one year.

2009-2010	All program areas
2010-2011	Coaching Recruitment of Student-athletes Support Services
2011-2012	Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services
2012-2013	Equipment and Supplies Locker Rooms, Practice and Competitive Facilities Medical and Training Facilities and Services Publicity
2013-2014	Coaching Recruitment of Student-athletes Support Services Tutoring
2014-2015	Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services

This review is conducted in the spring and summer months of the relevant academic term. The report is finalized and submitted for approval by the IAAC in the fall semester of the following academic term.

The annual data collection for this review begins with a **survey of head coaches** (provided in Appendix A). Additional information from that survey is then supplemented with the following data sources to thoroughly evaluate each program area.

- (A) Follow up questions to head coaches as needed
- (B) Institutional enrollment percentages for male and female students provided by the Office of the Registrar
- (C) Start-of-season and end-of-year NCAA squad lists provided by the Athletic Department
- (D) Scholarship budgets and actual dollars awarded provided by the Athletic Business Office
- (E) Summer school and degree completion program financial aid policies
- (F) Number of scheduled contests versus NCAA limits for each sport provided by Associate Athletic Director/Compliance (actual games played, not number of games scheduled)
- (G) Individual sport budgets and actuals provided by the Athletic Business Office
- (H) List of the number of coaches employed for each sports program
- (I) Head coach's length of employment contract
- (J) Athletic Department budget and policy for tutors
- (K) Visual inspection of all facilities performed by the Assistant Athletic Director for Operations and Event Management. Photographs of each facility are also reviewed.
- (L) Survey of Head Athletic Trainer
- (M) Trade-out dollars for dining services provided to each sport
- (N) NIKE equipment contracts for each sport
- (O) Marketing plans created for each sport team

Note: information provided within the annual report is primarily based on subjective responses from each head coach. Therefore, responses regarding needs and program priorities may change from year-to-year if coaching changes occur.

II. Summary of Recommendations and Progress

The most recent analysis of the compliance goals for **Accommodation of Interests and Abilities** indicates that Boise State University is compliant with test one of this component by providing participation opportunities proportionate to the full-time undergraduate population.

The University is working towards strict compliance with **Athletic Financial Assistance** by awarding athletic financial aid at a rate proportionate to the rate of participation (within +/- 1%). Currently, Boise State awards athletic financial aid at a rate that is *reasonably* proportionate (within 2%) to the rate of participation.

With regard to the remaining eleven program areas under **Athletic Benefits and Opportunities**, the Gender-Equity Subcommittee has made new recommendations to continue improving program areas in order to maintain or achieve equity between male and female student-athletes. Those recommendations and progress towards completion are outlined on the following pages.

Summary of Progress Towards 2009-2010 Recommendations and Subsequent Reviews

Last Updated and Approved by IAAC December, 2012

Recommendation	Progress Made
<i>Accommodation of Interests and Abilities:</i> The Athletic Department continues to monitor and carefully examine participation goals, and guide head coaches regarding roster sizes in order to maintain quality participation opportunities for female student-athletes and be efficient but not excessive in providing participation opportunities for male student-athletes.	COMPLETED, ONGOING Head coaches provide guidelines for roster sizes annually. Each roster size is based on the head coach's input for ideal roster size with consideration of the overall program participation rates. This represents the Athletic Department's continued effort to provide equal participation opportunities with respect to full-time undergraduate enrollment.
<i>Athletic Financial Assistance:</i> The Athletic Department continues to require coaches to fully award female athletic scholarship dollars during the academic school year unless there is a reasonable professional decision to do otherwise.	ONGOING In FY11 104.22 of the 111 (93.89%) female scholarships were awarded, an improvement over the FY10 (87.69% or 97.34 of the 111) figures. In FY12 the Department of Athletics increased funding for equivalency sports by \$77,822 to women's equivalency programs over budget in their scholarship line items in a continued effort to fund female participants the maximum allowable of scholarships as awarded by their coaches. Also, two women's programs were under NCAA penalties which limited athletic scholarships that could be awarded, however, 103.23 scholarships (of the 111 allowable) were given to female student-athletes.
<i>(09-10 Rec) Equipment and Supplies:</i> The Athletic Department continues to monitor the volleyball equipment budget to assure upgrades have been made under the new coaching staff.	ONGOING FY13 In FY12 and FY13 NIKE comp dollars were allocated to all sports to meet equipment team needs (VB will receive \$12,500 in NIKE apparel in FY13). Continued evaluation will be done to ensure adequacy for all programs.
<i>(09-10 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department closely monitors the number of contests scheduled and played for all athletic teams to make sure female athletes receive comparable access to competition, specifically, women's golf, softball, swimming and diving, and gymnastics. <i>(11-12 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department continues to monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs.	PARTIALLY COMPLETED FY12 & ONGOING FY13 Over a two year period, increases for travel budgets of gymnastics (+\$26K), softball (+\$55K), swimming (+\$47K), and women's golf (\$13.6K) have been given to allow scheduling more away competitions. In FY12, gymnastics and softball scheduled desired number of competitions (though, softball was not able to compete in all of them due to weather cancelations). Assessment of competitions schedules and adequacy of travel budgets will continue in FY13.
<i>(09-10 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department includes the addition of lights at the Mountain Cove Softball Field in their master facilities plan. <i>(11-12 Rec) Scheduling of Games and Practice Times:</i> The addition of lights is considered for the softball and soccer facilities.	ONGOING The softball field has been moved from Mountain Cove to Dona Larsen Park; lights in the new facility are included in Phase II of construction but is not yet funded.
<i>(11-12 Rec) Scheduling of Games and Practice Times:</i> Head coaches document their reasoning annually if they schedule less than the NCAA allowable competitions for their team.	COMPLETED Head Coaches must provide explanation if scheduling less than the NCAA allowable maximum contests in their annual compliance paperwork.

<p><i>(09-10 Rec) Travel and Per Diem Allowances:</i> The Athletic Department analyzes travel budgets for each sport to improve the adequacy of those sports reporting dissatisfaction with their travel budgets. Specific attention should be given to softball as it relates to ground transportation and wrestling as it relates to overnight stays for away competitions.</p> <p><i>(11-12 Rec) Travel & Per Diem Allowances:</i> The Athletic Department continue to monitor travel budgets, specifically women's golf, wrestling and track and field to ensure adequacy within their programs with regard to travel squad sizes and per diem amount provided during away competitions.</p>	<p>COMPLETED and ONGOING FY13 Softball travel budget was increased \$33K in FY12 and \$22K more in FY13, buses are now mandated for use for away competition. Wrestling travel budget was increased \$5,581 in FY11 to account for more coaches travel and to accommodate overnight stays. In FY11 and FY12, travel budgets for men's programs increased a net total of \$89,462, women's programs by a net total of \$213,930 and track and field by a total of \$59,760. Coaches are now involved in budget projection and need during the budgeting process within the department each year.</p>
<p><i>(09-10 Rec) Travel and Per Diem Allowances:</i> The Athletic Department allow no more than two student-athletes to share a hotel room unless there is an odd number of travelers or a reasonable professional decision justifies otherwise and a written justification is provided by the coach to the Associate Athletic Director of Student Services prior to travel.</p>	<p>COMPLETED Policy implemented for FY12</p>
<p><i>(11-12 Rec) Travel & Per Diem Allowances:</i> The Athletic Department addresses long distance driving for all programs, with specific emphasis on women's golf, women's tennis, wrestling and track and field.</p>	<p>ONGOING FY13</p>
<p><i>(09-10 Rec) Coaching:</i> The University gives multi-year contracts equally to men's and women's head coaches.</p>	<p>COMPLETED Softball and Swimming and Diving Head Coaches were offered multi-year contracts, softball declined, swimming is in the process of being approved by the SBOE. Gymnastics co-head coaches were both offered, one accepted the offer, which has been approved by the SBOE.</p>
<p><i>(09-10 Rec) Locker Room, Practice and Competitive Facilities:</i> The Athletic Department continues to earmark capital outlays towards improvements of women's team competition and practice facilities with a specific emphasis on softball, the women's gymnastics facility, and the swimming and diving competition site.</p> <p><i>(11-12 Rec) Scheduling of Games and Practice Times:</i> An improved competition site is considered for the swimming and diving team.</p>	<p>PARTIALLY COMPLETED & ONGOING Softball competition and practice facilities have been improved with the completion of Dona Larsen Park but still needs lights and bleachers to be added. Gymnastics practice facility concerns addressed with the completion of the pit, new foam and equipment upgrades. Feasibility study is underway for a multi-purpose facility which includes a swimming facility.</p>
<p><i>(09-10 Rec) Locker Room, Practice and Competitive Facilities:</i> The Athletic Department continues to earmark capital outlays towards improving all teams' locker room facilities</p>	<p>PARTIALLY COMPLETED & ONGOING Men's & women's basketball Arguinchona Basketball Complex completed. Gymnastics and volleyball locker rooms were renovated. New football complex construction is underway, completion date July 2013. Other team locker rooms need continued assessment and upgrade.</p>
<p><i>(09-10 Rec) Medical and Training Facilities and Services:</i> The Athletic Department add an additional weight room staff member and evaluate the weight room equipment to determine if upgrades or additional equipment might be necessary so issues are addressed to support all athletic programs.</p>	<p>COMPLETED Additional FT weight room staff members were added, one in FY12 and one in FY13. Upgrade to equipment completed in FY12. Additionally, a full time athletic trainer was added in FY12.</p>

<p><i>(09-10 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department conducts a more in-depth analysis of the meals available to student-athletes during term breaks to determine if funding is equivalently adequate in this area for all sports programs.</p>	<p>COMPLETED and ONGOING In FY11, training table budgets were increased by \$56,900 for men's programs, \$24,729 for women's programs and \$5,000 for track and field. An additional \$14,150 in trade out was provided to programs with unmet budget increase requests. These cash and trade-out resources can be used towards term break meals, team meals, or pre- and post-game meals. In FY12, training table budgets were adjusted with coaches input and \$8,249 more dollars were provided to women's programs, and \$17,450 in trade out was provided to programs who with unmet need. An assessment of training table budgets and trade out allocations will continue in FY13.</p>
<p><i>(09-10 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department adds funds, if feasible, in sports budgets to help cover pre- and post-game meals equitably among male and female student-athletes.</p> <p><i>(11-12 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department continues to monitor budgets and trade out dollars to meet the need of each program with regard to pre- and post-game meals and term break dining.</p>	<p>COMPLETED See above.</p>
<p><i>(11-12 Rec) Housing and Dining Facilities and Services:</i> Temporary housing during term breaks and training table for every program, if that is the preference, is a consideration during the budgeting process.</p>	<p>COMPLETED The FY14 budgeting process requested that each head coach provide term break housing unless there was a reasonable professional decision to do otherwise.</p>
<p><i>(09-10 Rec) Publicity:</i> The Athletic Department's Marketing and Promotions Department continues to work with each head coach to create and execute marketing and promotions plans for all sports, put those plans in writing, communicate them with the head coaches and their team liaison, and execute the plans during the respective competition seasons.</p>	<p>ONGOING FY13 New athletic marketing director has been appointed. In process of analyzing marketing and promotions efforts after each sporting event through FY12. Ongoing for FY13 – A new marketing staff has been hired, plans have been developed for every sport but continued emphasis needs to be placed on regular communications and execution of plans.</p>
<p><i>(09-10 Rec) Support Services:</i> The Athletic Department makes clerical support more accessible to track and cross country, wrestling, and softball.</p>	<p>COMPLETED Clerical support continues to be offered to track and field/cross country, wrestling, and softball.</p>
<p><i>(09-10 Rec) Support Services:</i> The Athletic Administration find out whether the head wrestling coach prefers a private office, and if so, puts up a wall so that this may be achieved.</p>	<p>COMPLETED Head wrestling coach confirmed office should remain as is.</p>
<p><i>(10-11 Rec) Support Services:</i> The Athletic Department provides full time clerical support to men's and women's basketball, men's and women's golf, gymnastics, swimming and diving, softball, wrestling and track and field/cross country programs.</p>	<p>ONGOING Part time help has been provided for men's and women's basketball, men's and women's golf, gymnastics, swimming and diving and volleyball. Clerical support from existing staff continues to be offered to softball, wrestling and track and field. With the completion of the football complex and the movement of staff and offices, the need for additional clerical staff will continue to be reviewed.</p>

<p><i>(09-10 Rec) Recruitment of Student-Athletes:</i> The Athletic Department allocates additional funds for recruitment purposes to both men's and women's programs until both genders have adequate funding.</p> <p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> The Athletic Department continues to monitor the recruitment budgets for all sports, with emphasis placed on track and field/cross country, women's tennis, softball, soccer, and swimming and diving to assure adequate recruitment resources for these programs.</p>	<p>PARTIALLY COMPLETED & ONGOING</p> <p>Recruiting budgets were increased for women's golf, women's tennis, volleyball, gymnastics, soccer, softball, swimming, and men's and women's basketball in FY12 for a total of \$56,500. Based on coaches' budget requests, additional funding is still needed to be adequate in recruiting by softball, soccer, swimming, men's tennis, men's basketball and wrestling. Recruitment budgets continue to be reviewed.</p>
<p><i>(09-10 Rec) Recruitment of Student-Athletes:</i> The Athletic Department evaluates courtesy car assignments to coaches during the 2010-2011 school year.</p> <p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> Consider awarding additional courtesy cars or supplemental pay to women's assistant coaches with off-campus recruiting duties.</p>	<p>PARTIALLY COMPLETED & ONGOING</p> <p>Two additional courtesy cars were provided to women's program coaches in FY12. Continued consideration should be given to provide courtesy cars or stipends to women's program coaches with off-campus recruiting duties.</p>
<p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> The women's swimming and diving coach pursue the use of a loaner car for use during official recruiting weekends.</p>	<p>COMPLETED</p>

APPENDIX A

HEAD COACH SURVEY

ATHLETIC PARTICIPATION AND FINANCIAL AID			
<p style="text-align: center;">The Title IX Definition of a PARTICIPANT is a student-athlete who:</p> <ol style="list-style-type: none"> 1. Receives institutionally sponsored support normally provided to athletes competing at Boise State (e.g. coaching, equipment, medical and training room services, etc); and 2. Participates in organized practices sessions and other team meetings and activities on a regular basis during your sports' season; and 3. Is listed on the eligibility or squad lists maintained for your sport; or 4. Because of injury, cannot meet 1,2, or 3 above, but continues to receive financial aid on a basis of athletic ability. 			
Based on the definition of a participant above, how many athletes are on your team?			number:
ACTION: PLEASE ATTACH TO THIS SURVEY A LIST OF THE STUDENT-ATHLETE'S <u>NAMES</u> YOU HAVE INCLUDED IN YOUR PARTICIPANT NUMBER LISTED ABOVE BEFORE EMAILING COMPLETED SURVEY.			
How many athletes quit or did you cut from the team BEFORE the first date of competition in the 2012-2013 season?	number:	How many athletes quit or did you cut from the team AFTER the first date of competition in the 2012-2013 season?	number:
Of the allowable athletic scholarships you are able to award for your sport, how many scholarships did you award in the 2012-2013 season?	Number of scholarships (or equivalencies) awarded 2012-2013: Number of allowable scholarships per NCAA guidelines in your sport:		
IF in the above questions, the number of scholarships awarded is LESS THAN the allowable scholarships in your sport, please explain WHY in detail.			
For 2012-13, are there restrictions on your team's scholarships that affect your recruitment of out-of-state athletes?	no:	yes (explain):	
Do you have concerns regarding the availability of summer school or fifth year awards (those who have exhausted their eligibility)?	no:	yes (explain which – summer and/or fifth year – and why):	
Please explain any concerns you may have about scholarships for your team not addressed above.			

SCHEDULE OF GAMES AND PRACTICE TIMES				
Is your team's practice time (in season and out of season) sufficient and convenient for your student-athletes?	yes:	no (explain in detail and list preferred times):		
Do you have any concern for the number or length of practices for your team?	no:	yes (explain):		
During the 2010-2011 season, how many "countable" contests were scheduled?	Number:	Was this the number of contests you preferred to schedule for the 2010-2011 season?	yes:	no (explain why and state the number preferred):
During the 2010-2011 season, did your team participate in any scrimmages against outside competition, alumni contests or exhibitions?	Number:	Was this your preferred number of events/contests for the 2010-2011 season?	yes:	no (explain why and state the number preferred):
During the 2011-2012 season, how many "countable" contests were scheduled?	Number:	Was this the number of contests you preferred to schedule for the 2011-2012 season?	yes:	no (explain why and state the number preferred):
For the 2011-12 season, please list the names of institutions outside the Division I level with whom you scheduled competitive events during regular season contests (do not include pre or post season contests). Note: Golf & Track – include only the competitive level of the host institution for your events.		Division II: Division III: NAIA: NJCAA: Other (explain):		
During the 2011-2012 season, did your team participate in any scrimmages against outside competition, alumni contests or exhibitions?	Number:	Was this your preferred number of events/contests for the 2011-2012 season?	yes:	no (explain why and state the number preferred):
Are your teams' game times convenient for your team?	yes:	no (explain and list preferred times):		
Are your teams' game times sufficient for attendance?	yes:	no (explain and list preferred times):		
Do you have any concerns about the availability or opportunity to participate in post-season competition for your team (includes season ending conference tournaments, regional and national competitions)?	no:	yes (explain):		
Please list any other concerns or comments you might have about scheduling of competitions or practice times for your team.				

TRAVEL AND PER DIEM ALLOWANCES			
What was your 2011-2012 squad size? <i>Note: this number should match number of athletes on your team listed on page 2.</i>		What was your typical travel squad size during the 2011-2012 season?	
What determines your travel squad size (i.e. conference, budget, institution policy, etc.)? Please be specific.		Do you foresee any changes in your travel squad size for the 2012-2013 season?	
Please explain any limits that may exist on the size of your team's travel <i>party</i> (non- student-athletes traveling with the team). Be specific.			
In the last two seasons (2010-11 & 2011-12), did (or will) your team use a mode of transportation <u>to or from</u> a competition other than what you would prefer?	No:	Yes (explain – provide destination, mode used, mode preferred and why):	
In the last two seasons (2010-11 & 2011-12), did (or will) your team use a mode of transportation <u>once you arrived</u> at a competition site other than what you would prefer?	No:	Yes (explain – provide location, mode used, mode preferred and why):	
For away competitions, have your team's lengths of stay been acceptable (arrival & departure relative to competition)?	Yes:	No (explain):	
Was there a trip you wanted your team to stay overnight either before or after a competition but did not?	No:	Yes (explain – location & reason did not stay overnight):	
How would you rate the over-all quality of the meals provided to the student-athletes when at away competitions (high, average, low quality)?	Rating:	If "low quality" please explain (i.e. budget constraints, lack of availability of dining options, etc.).	
Do you provide per diem to student-athletes during away competitions?	No:	Yes (list amount per student-athlete, per meal, per day). Be Specific:	
When (or if) per diem is not provided during away competitions, how is your team fed?			
How would you rate the over-all quality of hotels/housing provided to your athletes when at away competitions (high, average, low quality)?	Rating:	If "low quality" please explain why (i.e. budget constraints, lack of availability of dining options, etc.).	
How many student-athletes are assigned per hotel room for away competitions?	Number:	If this number ever varied, please explain why:	
Do you have concerns for dining during travel to away competitions?	No:	Yes (explain):	
Have you scheduled special travel for your team for games or practices during any of the following: 2010-2011, 2011-2012, or 2012-2013 season (e.g., Alaska, Europe, or special training trip)?	No:	yes-location: year(s): events scheduled:	
In 2010-2011, did you stay within	Yes:	No - by how much did you exceed your travel budget?:	

your travel budget?			
In 2011-2012, did you stay within your travel budget?	Yes:	No - by how much did you exceed your travel budget?:	
If you answered NO to either of the above two questions, what is the amount needed for your travel budget to be adequate?	\$	What would this budget increase fund (BE SPECIFIC)?	
How much (if any) was the travel budget increased for your sport for the 2011-2012 season?	\$	If your sport was given an increase in 2011-2012, what did this budget increase fund?	
Please describe any other team travel concerns or comments not addressed above.			

MEDICAL and TRAINING FACILITIES		
Do you have a medical doctor, staff trainer, GA trainer or student trainer present at your home events, away events, and practices? Please list staff by name for each. If the trainers available at away competitions are provided by the host institution, please indicate.	Medical Doctor(s):	Home: Away: Practice:
	Certified Staff Trainer(s):	Home: Away: Practice:
	GA Trainer(s):	Home: Away: Practice:
	Student Trainer(s):	Home: Away: Practice:
Do you have any concerns regarding the availability of training or medical staff at your games or practices?	NO:	YES (be specific):
Are your team's times in the training room convenient and sufficient?	YES:	NO (explain):
Do you have any concerns regarding your team and the weight room facility and use (i.e. crowding, equipment, schedule, supervision, etc)?	YES:	NO (explain):
Are your team's workout times in the weight room convenient and sufficient?	YES:	NO (explain):
Do you have any concerns regarding your team and the weight room facility and use (i.e. crowding, equipment, schedule, supervision, etc)?	NO:	YES (explain):
Please explain any concerns you may have regarding your team's medical or training/weight facilities and services not listed above. Be specific!		

HOUSING AND DINING FACILITIES AND SERVICES		
HOUSING & DINING – REGULAR ACADEMIC YEAR		
Do you have any concerns regarding housing or dining during the regular academic year for your team members (schedule availability, practice/meal conflicts, etc.)?	yes (explain):	no:
HOUSING & DINING – TERM BREAKS		
Which term breaks (summer, Thanksgiving week, winter break, spring break) do you provide housing and/or dining to your team members?	Term Break(s):	None (skip to PRE/POST COMP section):
What housing arrangements are made? How do you provide meals during this/these break(s)?	Housing Arrangements: Dining or Meal Arrangements:	
Do you provide per diem to your team members during term breaks?	Yes: How Much (per meal or day/person)? Is this a sufficient amount (explain)?	no:
Are the housing and/or dining arrangements during term breaks sufficient and convenient for your team members?	no (explain):	yes:
Do you have any other concerns regarding housing or dining during term breaks for your team?		
HOUSING AND DINING – PRE AND POST COMPETITION		
Does your team stay in a hotel or have any other special housing arrangements before home games?	yes (explain):	no: Is this a benefit you would like for your team (explain)?
Does your team have pre- or post-game meals for HOME competitions?	Yes: Pre: Location: Post: Location:	No (please answer following question):
If you answered NO to the above question: Would you like pre- or post-game meals for your team at home competitions?	Yes: How Often?	no:

LOCKER ROOM, PRACTICE and COMPETITION FACILITIES		
List any upgrades, improvements or new practice, competitions or locker room facilities your team has had in the last three years or are anticipating in the coming academic year.		
Have you done a walk-through of your facilities with the Athletic Director or Associate AD of Facilities in the last two years?	NO (would it be beneficial to do so)?	YES (when?):
Please rate the overall quality of the PRACTICE facilities your team uses as: excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
Do you have any specific areas of concern not listed above regarding your team's PRACTICE facilities?		
Is the location of your PRACTICE facility(s) convenient for your team?	YES:	NO (explain):
Please rate the overall quality of the COMPETITION facilities your team uses as: excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
Do you have any specific areas of concern not listed above regarding your team's COMPETITION facilities (i.e. seating quality, playing surface, lights, score boards, special features specific to your sport, press box area etc)?		
Is the location of your COMPETITION facility(s) convenient for your team?	YES:	NO (explain):
Please list any LOCKER ROOM facilities your team uses and indicate the quality of each as either excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	LOCKER ROOM:	RATING (explain if AVG, PR, INAD):
	LOCKER ROOM:	RATING (explain if AVG, PR, INAD):

Do you have any specific areas of concern not listed above regarding your team's LOCKER ROOM(s) (i.e. number, quality or size of lockers, restroom or shower areas, etc)?			
Is the location of your LOCKER ROOM convenient for your team members (i.e. to comp or practice facilities or equipment, weight or training rooms)? (if your team has no locker room, state this in the "no" column and explain if this is a problem).	YES:	NO (explain):	
If you share a PRACTICE, COMPETITION or LOCKER ROOM facility with any other team or outside group, please list the facility and the teams/groups you share the facility with.	SHARED FACILITY:		SHARED WITH:
	SHARED FACILITY:		SHARED WITH:
	SHARED FACILITY:		SHARED WITH:
Are there any preparation or maintenance problems with your PRACTICE, COMPETITION or LOCKER ROOM facilities?	NO:	YES (explain in detail):	
Please describe any other practice, competition or locker room facility concerns or comments you might have that were not addressed above.			

PUBLICITY			
Is your sports information director (SID) at all or most of your home competitions?	YES:	NO (which ones are they not in attendance for?):	
Does your SID travel with your team to away events?	YES (how often?):	NO:	If no, would you like them to?
		NO:	YES (explain how it would benefit your team):
Are there any promotional activities at your home events (i.e. giveaways, raffles, entertainment)?	YES (list which ones):		NO:
List the publications and social media provided for your program (i.e. media guide, game programs, schedule cards, poster, press releases, newspaper ads about events, web site entries, Twitter, Facebook, email blasts).			
Please rate your level of satisfaction with publicity, publications and marketing (1-5, 1 being low, 5 being high).	Rating:	Please Explain:	
Are any of your home or away competitions broadcast on radio?	YES (all or some?):	NO:	
Are any of your home or away competitions broadcast on television?	YES (all or some?):	NO:	
Are any of your home or away competitions streamed?	YES (all or some?):	NO:	

EQUIPMENT AND SUPPLIES				
What COMPETITION uniform or sport-specific items must student-athletes on your team provide or pay for themselves? (i.e. shorts, shirts, shoes, warm-ups, head gear, grips, etc)		NONE:	The following items:	
What PRACTICE wear or sport-specific items must student-athletes on your team provide or pay for themselves? (i.e. shorts, shirts, shoes, warm-ups, head gear, grips, etc)		NONE:	The following items:	
Rate the quality of your COMPETITION uniforms and sport-specific items as excellent, good, average, poor or inadequate (EX, GD, AV, PR, IN). If ranked AV, PR or IN, please explain <u>in detail</u> .		Rank (explain if AV, PR, IN):		
Rate the quality of your PRACTICE uniforms and sport-specific gear as excellent, good, average, poor or inadequate (EX, GD, AV, PR, IN). If ranked AV, PR or IN, please explain <u>in detail</u> .		Rank (explain if AV, PR, IN):		
What recording, TV, VCR/DVD, or editing equipment do you want or need for your team that is not provided?	NONE:	The following equipment:		
Do you have student manager or director of operations for your team?	NO:	YES – List their names and their pay (i.e. wages, clothes, volunteer, travel benefits, etc):		
Who launders your team's competition and practice uniforms?	NAME:	Are there any concerns with the care of your team's competition or practice gear? Be specific	NO:	YES (explain):
Are there equipment or storage concerns for your team?	NO:	Yes (explain):		
Describe any other concerns regarding your team's equipment and supplies that may not have been addressed above.				

COACHING

What year did you begin working at the Boise State?		How long is your coaching contract with Boise State (list either in years or months)?	
List the names of all of your assistant coaches.	Number: Names:		
List the names of all of your GA's serving in a coaching capacity.		List the names of all of your volunteers serving in a coaching capacity.	
What is the maximum allowable number of full time assistant coaches in your sport per NCAA guidelines?	Number:	Does your sport have the maximum allowable number of assistant coaches?	No – Why Not? Yes:
Are all full-time assistant coaches available for practices and home and away contests?	yes:	no –who is NOT, and what do they miss?:	
How many years have you coached at a collegiate level?	number:	How many years (if any) have you coached at an "elite" level outside of college?	number:
What notable coaching awards have you received during your entire coaching career?			
What are the two best win-loss records and/or highest national ranking of teams you have coached (collegiately)?			
Please describe any problems with coaching, as it relates to <i>availability of coaches, qualifications, or compensation for coaches</i> for your team.			

SUPPORT SERVICES

State the number of hours per week that coaches spend on administrative/clerical chores for your team.	head coach:	assistant coaches (list names and num of hours):
Names the person who serves as your administrative support within the department. If it applies, list the name of the Dir of Ops for your team.	Administrative support: Director of operations for your sport (if any):	
Who makes the travel arrangements for your team (hotel reservations, securing the mode of transportation, etc.)?	name(s): title(s):	
Do you share an office?	yes (state with whom by name and title):	no:
Do your assistants share office space?	yes (state who shares by name and title):	no:
Are there problems with office space or equipment (e.g., sharing an office that is too small; inconveniently located to clerical or administrative support or office equipment; equipment is old, outdated, or not available, etc.)?	yes (list):	no:
Please describe any concerns you may have regarding support services that are not discussed above.		

RECRUITMENT OF STUDENT-ATHLETES				
Is your recruitment budget adequate?	If yes, state the amount:		If no, how much more needed to be adequate (list a \$ amt):	
	These additional funds would be used for (be specific):			
Are you able to use all recruitment methods you consider appropriate?	yes:	no (explain in detail):		
List the top five states to which you or your assistants travel for recruiting purposes.		Do these states differ from the top 5 states your recruits are from?	no:	Yes – please explain why:
List who on your coaching staff (including yourself) has access to a courtesy car.				
Are the transportation arrangements for recruits satisfactory?	yes:	no (explain):		
Are the housing and dining arrangements for recruits satisfactory?	yes:	no (explain):		
Can you provide all entertainment benefits for recruits that you consider appropriate?	yes:	no (explain):		
Please describe any concerns you may have for recruitment that are not discussed above.				

Intercollegiate Athletics - Gender Equity Boise State University				ATTACHMENT 5					
				Estimates					
				FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:								
2	FT Students: NOTE A	Male		5,851	5981	6,101	6,223	6,347	6,474
3	(undergraduate student body)	Female		6,309	5846	5,963	6,082	6,204	6,328
4	%:	Male		48.12%	50.57%	50.57%	50.57%	50.57%	50.57%
5		Female		51.88%	49.43%	49.43%	49.43%	49.43%	49.43%
6	Athletic Participants: NOTE B	Male		272	277	283	288	291	294
7	Title IX Definition of Participant	Female		307	294	303	304	304	304
8	%:	Male		46.98%	48.51%	48.29%	48.65%	48.91%	49.16%
9		Female		53.02%	51.49%	51.71%	51.35%	51.09%	50.84%
10	Variance between FT and Athletics: NOTE C			-1.14%	-2.06%	-2.28%	-1.92%	-1.66%	-1.41%
11	Number of Sports Teams at Institution by Gender:	Male		8	8	8	8	8	8
12		Female		11	11	11	11	11	11
13	Male Student Athletes Needed: NOTE D			12.71	23.79	27.00	23.02	20.02	17.02
14	Male Squad Size Average: NOTE E			34	35	35	36	36	37
15	Female Student Athletes Needed:			-13.71	-23.25	-26.39	-22.50	-19.57	-16.64
16	Female Squad Size Average:			28	27	28	28	28	28
17	TITLE IX COMPLIANCE: Athletic Financial Aid								
18	Financial Aid Participants: NOTE F	Male		225	226	227	227	227	227
19	(unduplicated)	Female		210	214	206	206	206	206
20	%:	Male		51.72%	51.36%	52.42%	52.42%	52.42%	52.42%
21		Female		48.28%	48.64%	47.58%	47.58%	47.58%	47.58%
22	Athletic Financial Aid Totals: NOTE G	Male:	\$	2,819,534	\$ 2,867,466	\$ 2,916,213	\$ 2,965,789	\$ 3,016,207	\$ 3,067,482
23		Female:	\$	2,461,802	\$ 2,503,653	\$ 2,546,215	\$ 2,589,501	\$ 2,633,522	\$ 2,678,292
24	%:	Male		53.39%	53.39%	53.39%	53.39%	53.39%	53.39%
25		3		46.61%	46.61%	46.61%	46.61%	46.61%	46.61%
26	Variance between Financial Aid & Undup Participants: NOTE H			-1.66%	-2.02%	-0.96%	-0.96%	-0.96%	-0.96%
27	PARTICIPANTS BY SPORT:								
28	Men's Programs: NOTE I								
29		Football		108	106	108	110	110	110
30		Basketball		16	14	16	16	16	16
31		Indoor Track		43	47	47	48	49	50
32		Outdoor Track		44	44	47	48	49	50
33		Cross Country		14	13	14	15	16	17
34		Tennis		10	11	10	10	10	10
35		Wrestling		28	34	32	32	32	32
36		Golf		9	8	9	9	9	9
37		Total Male Participants		272	277	283	288	291	294
38	Women's Programs:								
39		Basketball		14	16	14	15	15	15
40		Volleyball		18	15	16	16	16	16
41		Sand Volleyball		N/A	N/A	16	16	16	16
42		Gymnastics		16	15	14	14	14	14
43		Swimming and Diving		27	25	26	26	26	26
44		Skiing		N/A	N/A	N/A	N/A	N/A	N/A
45		Soccer		31	35	28	28	28	28
46		Golf		8	9	9	9	9	9
47		Tennis		8	11	10	10	10	10
48		Indoor Track		66	60	60	60	60	60
49		Outdoor Track		64	58	60	60	60	60
50		Cross Country		35	30	30	30	30	30
51		Softball		20	20	20	20	20	20
52		Total Female Participants		307	294	303	304	304	304
52		Total Participants		579	571	586	592	595	598
53	GENDER EQUITY COSTS:								
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J								
55		Soccer VII C.		476,500	498,826	498,826	498,826	498,826	498,826
56		Swimming VII C.		559,308	578,932	583,932	583,932	583,932	583,932
57		Softball VII C.		539,760	580,623	580,623	580,623	580,623	580,623
58	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda VII C.			1575568	1658381	1663381	1663381	1663381	1663381
59		Sand Volleyball VII C.		N/A	N/A	24,000	24,000	24,000	24,000
60	No new sports shown for FY12 & FY13 unless paid with non GF rev VII C.			N/A	N/A	-	-	-	-
61	No new sports shown for FY12 & FY13 unless paid with non GF rev VII C.			N/A	N/A	-	-	-	-
62	New Programs/not funded by Gender Equity: VII C.			0	0	24,000	24000	24000	24000
63		Athletic Financial Aid: VII A.		2,555,209	2,777,748	2,847,594	2,847,594	2,847,594	2,847,594
64		Equipment and Supplies: VII B.		226,721	208,510	213,976	213,976	213,976	213,976
65		Scheduling of Games and Practices: VII B.		27,000	32,000	33,000	33,000	33,000	33,000
66		Travel and Per Diem Allowances: VII B.		818,675	935,551	945,376	945,376	945,376	945,376
67		Tutoring: VII B.		9,000	12,388	19,996	19,996	19,996	19,996
68		Coaching: VII B.		19,616	25,453	47,639	47,639	47,639	47,639
69		Practice, Competition and Locker Room Facilities: VII B.		3,417,345	1,632,718	287,748	0	3,000,000	
70		Medical and Training Facility and Services: VII B.		66,657	70,337	647,337	1,120,337	1,120,337	1,120,337
71		Housing and Dining Facility and Services: VII B.		50,928	57,212	57,390	57,390	57,390	57,390
72		Publicity: VII B.		4,447	37,402	99,302	99,302	99,302	99,302
73		Support Services: VII B.				16,576	16,576	16,576	16,576
74		Recruitment of Student-Athletes: VII B.		\$ 169,664	158,517	156,806	156,806	156,806	156,806
75	Program Benefits	VII B.		7,365,262	5,947,836	5,372,739	5,557,991	8,557,991	5,557,991
76	Inflation on existing GE Costs (rate to be set by OSBE)	1.70%		N/A	151,994	129,306	120,022	123,171	174,171
77	Total Gender Equity Costs			8940830	7,758,211	7,189,426	7,365,394	10,368,543	7,419,543
78	Gender Equity Costs per female participant			29123	26388	23727	24228	34107	24406
79	Gender Equity Funds								
80		Student Fees		1,168,079	1,269,180	1,339,026	1,339,026	1,339,026	1,339,026
81		Program Revenue		2,356,097	2,760,841	3,344,191	3,550,068	3,553,217	2,604,217
82		Boosters/Foundation		3,244,157	1,403,596	153,000	0	2,000,000	0
83		Value of Student Fee Waivers		898,694	1,020,132	953,718	953,718	953,718	953,718
84		Institutional Funds		148,422	179,207	126,908	0	0	0
85		State General Funds		976,872	976,872	1,109,700	1,359,700	2,359,700	2,359,700
86		Sponsor/Contractual		148,508	148,383	162,883	162,883	162,883	162,883
87	Total Gender Equity Funds			8,940,830	7,758,211	7,189,426	7,365,394	10,368,543	7,419,543

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Idaho State University

7/21/2013

Throughout the history of Idaho State University, the Department of Athletics has been through three cycles of the NCAA Certification Program. Each and every time the cycles have been successfully accomplished with “certified” status by the NCAA Committee on Athletic Certification. The last time Idaho State University Athletics Department was certified was during the 2010 academic year. The Department was rendered as certified with one condition in the area of Gender Equity. After successfully addressing the one condition, on March 10, 2011 the Idaho State University Athletics Department was fully certified.

After receiving notice of the condition of certification, President Vailas appointed a Gender Equity Committee/Focus Group consisting of: Vice-President Associated Students of ISU, Vice-President for Academic Affairs, Director NCAA Athletic Certification, Executive Director Student Union Director’s Office, Assistant Vice-President of Finance and Administration, Associate Athletic Director/SWA, Director Office of Affirmative Action, Vice President of Facilities Operations and Facilities Services, Director Institutional Research, and Community member/ISU Alumnus with a charge to address the status and the gender equity plan. The committee meets regularly, reports to the President, monitors and advises and continues to evaluate gender equity issues. Since that time many educational efforts (such an annual gender equity workshop or educational presentation) have been put in place, regular reviews on reports have been done, and new programs such as roster management have been implemented.

The Athletics Department at Idaho State University is confident that is compliant with the three distinct areas of Gender Equity, and plans for improvements have been put in place. The following report will closely explain how compliance requirements have been met and show efforts that strengthen the areas where improvements can be made.

Idaho State University Department of Athletics is committed to Gender Equity. The department regularly reviews its plans for improvement and monitors procedures. The commitment on Gender Equity and Certification was strengthened during the 2011 fiscal year, when the University hired the first Director of NCAA Athletic Certification. The position was directed to execute annual NCAA Certification tasks and oversee department plans for improvement by serving on several institutional committees on compliance, diversity and gender equity. The position started part time in 2011 and was upgraded to a full-time position in July of 2012. Additionally, a Title IX Coordinator was identified and has been involved in all aspects of Gender Equity.

The ISU President and his senior administration have dedicated support and resources to Gender Equity and have made a financial commitment to maintain compliance in this area. Idaho State University Department of Athletics is proud of serving its student athletes and recognizing the commitment to overall NCAA Compliance.

I. Accommodations of Interest and Abilities /Participation

There are two ways to present how Idaho State University Department of Athletics is compliant in this distinct gender equity area: Proportionality and the historical and continuing practice of program expansion responsive to the development of the interest and abilities of females.

Proportionality- The original definition of proportionality is creating participation opportunities for male and female students which are substantially proportionate to their respective enrolments.

Idaho State University has continuously created opportunities for the underrepresented gender in order to satisfy this prong. The proportionality “gap” is currently set at 0.66% (row 10 in GE worksheet). Additionally Roster Management was implemented as of July1, 2011 in order to manage team sizes by setting floor and ceiling targets; this has been one of the main approaches in the Department of Athletics efforts to achieve proportionality. Furthermore, in the past two years the Gender Equity Committee has done extensive research on proportionality and potentially the addition of a new women’s sport program.

Historical and continuing practice of program expansion- An additional way ISU Department of Athletics is compliant in this area is reflected in the historical and continuing practice of program expansion. In 1998 women’s soccer was added, and in 2007 softball was added. Currently ISU is looking at the need to potentially add another female program in FY15. Furthermore, ISU Department of Athletics has developed good practices in this area. Some of the projects that have been set in place are:

- Record of adding women’s intercollegiate teams.
- Record of increasing number of participants of under-represented gender: all women’s teams have been encouraged to allow more females on their rosters as walk-on participants (roster management).
- Current research and implementation of procedures for monitoring the need for additional sports.
- Continuing efforts to monitor developing interests and abilities (administered interest survey in high schools of the Southeast region and current college student body population).

II. Financial Aid

In order to be compliant in this area, athletic aid must be substantially proportionate to the ratio of financial aid participants. Therefore, in the area of financial aid one of the main goals of the department has been to provide its female programs with the NCAA maximum number of scholarships permitted. According to NCAA maximum scholarship levels, ISU could offer a maximum of 93.10 to Men’s Sports and 85.00 to Women’s Sports (total 178.10 for the 15 sports ISU currently sponsors). This is a 52.3% male and 47.7% female breakdown. While the full-time undergraduate population was 51.76% female, the “gap” for female student athletes in

terms of both athletic participation and athletic aid was the smallest in the past eight years (less than 2%).

Compliance in this area so far has been established by reflecting the percentage of male and female athletes by allocation of the same percent of scholarships. ISU Department of Athletics is two (2) scholarships away from having its current female programs fully funded as per NCAA maximum scholarships limits permitted. As per ISU Gender Equity plan we will achieve this goal by FY14. If all of ISU's current athletic teams are fully funded with maximum NCAA scholarship limits, ISU would need eight (8) additional female scholarships to be awarded to the potential new female program in order to be Title IX compliant.

III. Equal Treatment /Program Benefits

According to the Gender Equity Plan for improvement, after concluding the third cycle of NCAA certification, six of the eleven areas of equal treatment (equipment and supplies, tutoring, support services, housing and dining, coaches, and publicity) had no gender issues at all. The Athletics Department at Idaho State University has continued its efforts in these areas by implementing methods previously demonstrated to work well for the student athlete body. The several areas that had some concerns were addressed by doing the following:

- *Scheduling of Games and Practices*- when scheduling issues surfaced in regards to which sport has what time slot for practice and when, in the one same complex that 3 sports share, a rotational calendar was created whereby each program got equal amount of time on the court.
- *Travel and Per Diem Allowances*- Travel policies among sport programs were inconsistent. Idaho State Department of Athletics was certified with plans for improvements to develop new travel policies that are consistent for all sport programs. ISU department of Athletics evaluates this area annually and Title IX guidelines are followed.
- *Practice, Competitive and Locker Room Facilities*- improvements were made to the women's volleyball, basketball and softball locker-rooms in order to reflect the amenities that the locker-rooms of male sports have. Since these changes were implemented all sports have equitable locker-rooms.
- *Medical and Training Facility and Services*- the four full time and one graduate assistant Athletic Training staff members were equally assigned to serve all fifteen programs. They were being equitably allocated time to serve all three training room areas (Davis Field, Reed Gym and Holt Arena).
- *Recruitment of Student-Athletes*- Recruiting funds were disproportionally distributed between men's and women's sports. In order to avoid disproportionate funding allocation between male and female programs, ISU evaluates the recruiting needs of each sport and makes efforts to supplement sports budgets where title IX needs are justified. Annually, each Head Coach is required to submit recruiting plan to the Director of Athletics.

In addition to the current NCAA certification evaluations, the Athletic Department is conducting on the eleven areas of gender equity, the department has developed the following effective, ongoing procedures to maintain its good status:

- a. Continue effective, ongoing procedures – collect, maintain and analyze information on interests and abilities including its own collegiate student body population as well as high school students in the region of Southeastern Idaho.
- b. Develop easily understood and widely disseminated policies and procedures for receiving and responding to requests for team's reviews-annual reviews conducted by Head Coaches, Sport Supervisors and Athletic Advisory Board.
- c. Track the interscholastic athletics participation of enrolled student athletes.
- d. Conduct surveys and meetings with students, coaches, administrators and others regarding interest in particular sports (interest survey, gender equity survey and NCAA assessment survey administered annually).
- e. Involve Title IX Coordinator and Gender Equity Committee/Focus Group in all aspects of gender equity efforts.

Intercollegiate Athletics - Gender Equity Idaho State University					ATTACHMENT 7					
					Estimates					
					FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:									
2	FT Students: NOTE A		Male		3,682	3,431	3,294	3,426	3,477	3,529
3	(undergraduate student body)		Female		3,951	3,586	3,443	3,580	3,634	3,688
4	%		Male		48.24%	48.90%	48.90%	48.90%	48.90%	48.90%
5			Female		51.76%	51.10%	51.10%	51.10%	51.10%	51.10%
6	Athletic Participants: NOTE B		Male		178	206	184	184	184	184
7	Title IX Definition of Participant		Female		186	206	188	198	203	203
8	%		Male		48.90%	50.00%	49.46%	48.17%	47.55%	47.55%
9			Female		51.10%	50.00%	50.54%	51.83%	52.45%	52.45%
10	Variance between FT and Athletics: NOTE C				0.66%	1.10%	0.57%	-0.73%	-1.35%	-1.35%
11	Number of Sports Teams at Institution by Gender:		Male		6	6	6	6	6	6
12			Female		9	9	9	10	10	10
13	Male Student Athletes Needed: NOTE D				-4.66	-8.90	-4.13	5.44	10.23	10.23
14	Male Squad Size Average: NOTE E				30	34	31	31	31	31
15	Female Student Athletes Needed: NOTE D				5.00	9.31	4.31	-5.69	-10.69	-10.69
16	Female Squad Size Average: NOTE E				21	23	21	20	20	20
17	TITLE IX COMPLIANCE: Athletic Financial Aid									
18	Financial Aid Participants: NOTE F		Male		117	137	119	120	120	120
19	(unduplicated)		Female		116	124	121	132	137	137
20	%		Male		50.21%	52.49%	49.58%	47.62%	46.69%	46.69%
21			Female		49.79%	47.51%	50.42%	52.38%	53.31%	53.31%
22	Athletic Financial Aid Totals: NOTE G		Male:	\$	954,360	\$ 1,065,033	\$ 1,233,910	\$ 1,254,886	\$ 1,276,220	\$ 1,297,915
23			Female:	\$	892,069	\$ 951,862	\$ 1,177,600	\$ 1,239,619	\$ 1,330,693	\$ 1,451,315
24	%		Male		51.69%	52.81%	51.17%	50.31%	48.96%	47.21%
25			Female:		48.31%	47.19%	48.83%	49.69%	51.04%	52.79%
26	Variance between Financial Aid & Undup Participants: NOTE H				-1.47%	-0.32%	-1.58%	-2.69%	-2.26%	-0.52%
27	PARTICIPANTS BY SPORT:									
28	Men's Programs: NOTE I									
29		Football			81	85	85	85	85	85
30		Basketball			14	15	14	14	14	14
31		Indoor Track			32	41	35	35	35	35
32		Outdoor Track			36	46	35	35	35	35
33		Cross Country			6	10	8	8	8	8
34		Tennis			9	9	7	7	7	7
35		Wrestling								
36		Golf								
37		Total Male Participants			178	206	184	184	184	184
38	Women's Programs:									
39		Basketball			16	15	16	16	16	16
40		Volleyball			13	13	14	14	14	14
41		Gymnastics								
42		Swimming and Diving								
43		New Sport						10	15	15
44		Soccer			26	24	24	24	24	24
45		Golf			8	8	9	9	9	9
46		Tennis			11	11	11	11	11	11
47		Indoor Track			40	48	40	40	40	40
48		Outdoor Track			40	48	40	40	40	40
49		Cross Country			15	20	14	14	14	14
50		Softball			17	19	20	20	20	20
51		Total Female Participants			186	206	188	198	203	203
52		Total Participants			364	412	372	382	387	387
53	GENDER EQUITY COSTS:									
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J									
55		Soccer VII C.			421,129	419,113	460,391	468,218	476,177	484,272
56		Softball VII C.			351,206	379,149	377,599	384,018	390,546	397,186
57	FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda	VII C.			772,335	798,262	837,990	852,236	866,724	881,458
58		new female sport VII C.			N/A	N/A	75,000	324,000	371,000	374,000
59	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.				N/A	N/A				
60	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.				N/A	N/A				
61	New Programs/not funded by Gender Equity: VII C.				0	0	75,000	324,000	371,000	374,000
62	Athletic Financial Aid: VII A.				586,938	629,863	821,426	835,390	855,750	870,297
63	Equipment and Supplies: VII B.				41,531	46,753	54,211	54,211	54,211	54,211
64	Scheduling of Games and Practices: VII B.									
65	Travel and Per Diem Allowances: VII B.				256,311	297,057	262,414	262,414	262,414	262,414
66	Tutoring: VII B.				6,061	10,000	10,000	10,000	10,000	10,000
67	Coaching: VII B.									
68	Practice, Competitive and Locker Room Facilities: VII B.									
69	Medical and Training Facility and Services: VII B.				26,004	24,695	24,465	24,465	24,465	24,465
70	Housing and Dining Facility and Services: VII B.				6,913	7,468	1,150	1,150	1,150	1,150
71	Publicity: VII B.				15,575	11,536	13,881	13,881	13,881	13,881
72	Support Services: VII B.				37,490	11,875	9,400	9,400	9,400	9,400
73	Recruitment of Student-Athletes: VII B.				42,606	38,854	49,194	49,194	49,194	49,194
74	Program Benefits	VII B.			1,019,428	1,078,101	1,246,141	1,260,105	1,280,465	1,295,012
75	Inflation on existing GE Costs (rate to be set by OSBE)	1.70%			N/A	30,460	31,898	36,705	41,418	42,809
76	Total Gender Equity Costs				1,791,763	1,906,822	2,191,029	2,473,046	2,559,607	2,593,279
77	Gender Equity Costs per female participant				9,633	9,256	11,654	12,490	12,609	12,775
78	Gender Equity Funds									
79		Student Fees			767,603	765,441	937,498	968,515	1,010,076	1,038,749
80		Program Revenue			89,571	120,781	100,394	102,394	100,394	102,394
81		Boosters/Foundation			126,389	140,667	229,104	154,104	154,104	154,104
82		Value of Student Fee Waivers								
83		Institutional Funds			161,700	172,233	189,633	189,633	189,633	189,633
84		Sponsor / Contractual								
85		State General Funds			646,500	707,700	734,400	1,058,400	1,105,400	1,108,400
86	Total Gender Equity Funds				1,791,763	1,906,822	2,191,029	2,473,046	2,559,607	2,593,279

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University of Idaho Gender Equity Narrative

ATTACHMENT 8

The University of Idaho's student-athlete participation numbers closely align with the University's undergraduate enrollment distribution. The 54% male and 46% female athletic participation percentages and the 54% male 46% female undergraduate enrollment percentages allow the University to comply with the Prong One of Title IX's compliance test which states, " Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students."

As indicated in the attached spreadsheet, the University of Idaho dedicates significant resources toward gender equity compliance. In fact, the SBOE approved gender equity funding only accounts for 14.3% of our FY14 gender equity obligations. It is unlikely that the University of Idaho will add additional women's programs in the near future and will rely on future Title IX compliance through Prong One. To ensure greater female participation we strongly encourage coaches in our nine women's sports; Volleyball, Soccer, Swimming, Outdoor Track, Indoor Track, Cross Country, Tennis and Golf to identify and actively recruit walk-ons or non-scholarship athletes. In addition, we have adopted a roster management plan and have capped the number of male participants in male sports.

The University of Idaho annually conducts a gender equity assessment that includes interviews with all head coaches and some student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

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Intercollegiate Athletics - Gender Equity University of Idaho				ATTACHMENT 9					
				Estimates					
				FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:								
2	FT Students: NOTE A		Male	4,618	5,235	5,025	5,100	5,177	5,255
3	(undergraduate student body)		Female	4,001	4,424	4,247	4,310	4,375	4,441
4	%		Male	53.58%	54.20%	54.20%	54.20%	54.20%	54.20%
5			Female	46.42%	45.80%	45.80%	45.80%	45.80%	45.80%
6	Athletic Participants: NOTE B		Male	228	236	228	228	228	228
7	Title IX Definition of Participant		Female	201	201	207	210	215	216
8	%		Male	53.15%	54.00%	52.41%	52.05%	51.47%	51.35%
9			Female	46.85%	46.00%	47.59%	47.95%	48.53%	48.65%
10	Variance between FT and Athletics: NOTE C			-0.43%	-0.19%	-1.78%	-2.14%	-2.73%	-2.85%
11	Number of Sports Teams at Institution by Gender:		Male	7	7	7	7	7	7
12			Female	9	9	9	9	9	9
13	Male Student Athletes Needed: NOTE D			4.00	1.85	16.92	20.49	26.41	27.59
14	Male Squad Size Average: NOTE E			33	34	33	33	33	33
15	Female Student Athletes Needed: NOTE D			-3.46	-1.56	-14.30	-17.32	-22.32	-23.32
16	Female Squad Size Average: NOTE E			22	22	23	23	24	24
17	TITLE IX COMPLIANCE: Athletic Financial Aid								
18	Financial Aid Participants: NOTE F		Male	132	129	130	130	130	130
19	(unduplicated)		Female	105	109	111	113	115	117
20	%		Male	55.70%	54.20%	53.94%	53.50%	53.06%	52.63%
21			Female	44.30%	45.80%	46.06%	46.50%	46.94%	47.37%
22	Athletic Financial Aid Totals: NOTE G		Male:	\$ 2,716,713	\$ 2,790,111	\$ 2,901,714	\$ 3,017,783	\$ 3,138,494	\$ 3,264,034
23			Female:	\$ 1,963,975	\$ 2,027,600	\$ 2,128,980	\$ 2,235,429	\$ 2,347,200	\$ 2,464,560
24	%		Male	58.04%	57.91%	57.68%	57.45%	57.21%	56.98%
25			Female:	41.96%	42.09%	42.32%	42.55%	42.79%	43.02%
26	Variance between Financial Aid & Undup Participants: NOTE H			-2.34%	-3.71%	-3.74%	-3.95%	-4.15%	-4.35%
27	PARTICIPANTS BY SPORT:								
28	Men's Programs: NOTE I								
29		Football		107	111	107	107	107	107
30		Basketball		14	17	14	14	14	14
31		Indoor Track		35	39	35	35	35	35
32		Outdoor Track		37	37	37	37	37	37
33		Cross Country		12	11	12	12	12	12
34		Tennis		12	11	12	12	12	12
35		Wrestling							
36		Golf		11	10	11	11	11	11
37		Total Male Participants		228	236	228	228	228	228
38	Women's Programs:								
39		Basketball		14	16	17	17	18	18
40		Volleyball		17	17	17	17	17	17
41		Gymnastics							
42		Swimming and Diving		25	27	28	29	30	30
43		Skiing							
44		Soccer		26	25	27	28	28	29
45		Golf		9	9	9	9	9	9
46		Tennis		10	9	9	10	10	10
47		Indoor Track		44	44	44	44	45	45
48		Outdoor Track		41	40	41	41	42	42
49		Cross Country		15	14	15	15	16	16
50		Softball							
51		Total Female Participants		201	201	207	210	215	216
52		Total Participants		429	437	435	438	443	444
53	GENDER EQUITY COSTS:								
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J								
55		Soccer VII C.		843,185	876,241	833,897	875,592	919,371	965,340
56		Swimming VII C.		833,038	803,429	704,355	739,573	776,551	815,379
57		Softball VII C.							
58	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda VII C.			1676223	1679670	1538252	1615164	1695923	1780719
59	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
60	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
61	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
62	New Programs/not funded by Gender Equity: VII C.			0	0	0	0	0	0
63	Athletic Financial Aid: VII A.			634,630	675,649	876,853	911,927	948,404	986,340
64	Equipment and Supplies: VII B.			204,506	172,520	94,977	98,776	102,727	106,836
65	Scheduling of Games and Practices: VII B.			287,828	321,673	236,319	245,772	255,603	265,827
66	Travel and Per Diem Allowances: VII B.			451,018	549,577	610,570	634,993	660,392	686,808
67	Tutoring: VII B.			69,465	49,019	105,612	109,836	114,230	118,799
68	Coaching: VII B.			760,654	718,870	528,688	549,836	571,829	594,702
69	Practice, Competitive and Locker Room Facilities: VII B.			3,084	5,701	0	0	0	0
70	Medical and Training Facility and Services: VII B.			273,148	269,762	346,094	359,938	374,336	389,309
71	Housing and Dining Facility and Services: VII B.			660,533	703,226	926,065	963,108	1,001,632	1,041,698
72	Publicity: VII B.			65,980	66,700	66,687	69,354	72,128	75,014
73	Support Services: VII B.			152,593	265,379	1,167,251	1,213,941	1,262,499	1,312,999
74	Recruitment of Student-Athletes: VII B.			57,800	69,050	96,950	100,828	104,861	109,056
75	Program Benefits VII B.			3,621,239	3,867,126	5,056,066	5,258,309	5,468,641	5,687,387
76	Inflation on existing GE Costs (rate to be set by OSBE) 1.70%			N/A	90,057	94,296	112,103	116,849	121,798
77	Total Gender Equity Costs			5,297,462	5,636,852	6,688,614	6,985,577	7,281,413	7,589,904
78	Gender Equity Costs per female participant			26356	28044	32312	33265	33867	35138
79	Gender Equity Funds								
80	Student Fees			794,619	845,528	1,003,292	1,047,837	1,003,292	1,003,292
81	Program Revenue			1,600,943	1,699,655	2,073,470	2,178,312	2,147,331	2,211,245
82	Boosters/Foundation			847,594	901,896	1,138,889	1,187,548	1,456,283	1,593,880
83	Value of Student Fee Waivers			888,920	907,948	1,137,612	1,183,116	1,230,441	1,279,659
84	Institutional Funds			318,826	355,166	373,750	388,700	404,000	420,159
85	State General Funds			846,560	926,660	961,600	1,000,064	1,040,067	1,081,669
86	Total Gender Equity Funds			5,297,462	5,636,853	6,688,614	6,985,577	7,281,413	7,589,904

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ATTACHMENT 10

Intercollegiate Athletics - Gender Equity Lewis-Clark State College Narrative

Lewis-Clark State College (LCSC) has from the beginning of the Gender Equity initiative used out-of-state waivers in order to achieve equity. In the first years of this initiative LCSC set a goal of 50-50. LCSC has never requested funding beyond the waiver limits to achieve this goal. For the past few years, without much fluctuation, the goal has been achieved.

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Intercollegiate Athletics - Gender Equity Lewis-Clark State College				ATTACHMENT 11			
		Actuals		Estimates			
		FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:						
2	FT Students: NOTE A	Male	754	721	721	721	721
3	(undergraduate student body)	Female	1,200	1,134	1,134	1,134	1,134
4	%:	Male	38.59%	38.87%	38.87%	38.87%	38.87%
5		Female	61.41%	61.13%	61.13%	61.13%	61.13%
6	Athletic Participants: NOTE B	Male	93	90	88	88	88
7	Title IX Definition of Participant	Female	97	95	102	102	102
8	%:	Male	48.95%	48.65%	46.32%	46.32%	46.32%
9		Female	51.05%	51.35%	53.68%	53.68%	53.68%
10	Variance between FT and Athletics: NOTE C		10.36%	9.78%	7.45%	7.45%	7.45%
11	Number of Sports Teams at Institution by Gender:	Male	5	5	5	5	5
12		Female	6	6	6	6	6
13	Male Student Athletes Needed: NOTE D		-32.05	-29.60	-23.15	-23.15	-23.15
14	Male Squad Size Average: NOTE E		19	18	18	18	18
15	Female Student Athletes Needed:		51.01	46.55	36.41	36.41	36.41
16	Female Squad Size Average:		16	16	17	17	17
17	TITLE IX COMPLIANCE: Athletic Financial Aid						
18	Financial Aid Participants: NOTE F	Male	77	83	80	80	80
19	(unduplicated)	Female	68	76	75	75	75
20	%:	Male	53.10%	52.20%	51.61%	51.61%	51.61%
21		Female	46.90%	47.80%	48.39%	48.39%	48.39%
22	Athletic Financial Aid Totals: NOTE G	Male	722,584	809,476	841,855	867,111	893,124
23		Female	693,789	814,387	846,962	872,371	925,499
24	%:	Male	51.02%	49.85%	49.85%	49.85%	49.85%
25		Female	48.98%	50.15%	50.15%	50.15%	50.15%
26	Variance between Financial Aid & Undup Participants: NOTE H		2.09%	2.35%	1.76%	1.76%	1.76%
27	PARTICIPANTS BY SPORT:						
28	Men's Programs: NOTE I						
29		Football					
30		Baseball	34	37	35	35	35
31		Basketball	16	14	15	15	15
32		Indoor Track					
33		Outdoor Track					
34		Cross Country	25	22	20	20	20
35		Tennis	11	9	10	10	10
36		Wrestling					
37		Golf	7	8	8	8	8
38		Total Male Participants	93	90	88	88	88
39	Women's Programs:						
40		Basketball	12	11	12	12	12
41		Volleyball	17	12	15	15	15
42		Gymnastics					
43		Swimming and Diving					
44		Skiing					
45		Soccer					
46		Golf	8	9	10	10	10
47		Tennis	10	10	10	10	10
48		Indoor Track	7	20	20	20	20
49		Outdoor Track	24	16	15	15	15
50		Cross Country	19	17	20	20	20
51		Softball					
52		Total Female Participants	97	95	102	102	102
53		Total Participants	190	185	190	190	190
54	GENDER EQUITY COSTS:						
55	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J						
56		VII C.					
57		VII C.					
58		VII C.					
59	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda	VII C.	0	0	0	0	0
60	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
61	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
62	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
63	New Programs/not funded by Gender Equity:	VII C.	0	0	0	0	0
64	Athletic Financial Aid (Women's Track Only):	VII A.	36,530	54,656	56,842	58,548	60,304
65	Equipment and Supplies:	VII B.					
66	Scheduling of Games and Practices:	VII B.					
67	Travel and Per Diem Allowances:	VII B.					
68	Tutoring:	VII B.					
69	Coaching:	VII B.					
70	Practice, Competitive and Locker Room Facilities:	VII B.					
71	Medical and Training Facility and Services:	VII B.					
72	Housing and Dining Facility and Services:	VII B.					
73	Publicity:	VII B.					
74	Support Services:	VII B.					
75	Recruitment of Student-Athletes:	VII B.					
76	Program Benefits	VII B.	36,530	54,656	56,842	58,548	60,304
77	Inflation on existing GE Costs (rate to be set by OSBE)	1.70%	N/A				
78	Total Gender Equity Costs		36530	54,656	56,842	58,548	60,304
79	Gender Equity Costs per female participant		377	575	557	574	591
80	Gender Equity Funds						
81		Student Fees					
82		Program Revenue					
83		Boosters/Foundation					
84		Value of Student Fee Waivers	36,530	54,656	56,842	58,548	60,304
85		Institutional Funds					
86		State General Funds					
87	Total Gender Equity Funds		36,530	54,656	56,842	58,548	60,304

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY &
UNIVERSITY OF IDAHO**

SUBJECT

University National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION

The APR is determined by using the eligibility and retention for each student-athlete on scholarship during a particular academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The APR is calculated by taking the number of possible points and dividing that number by the total number of points earned from retention and eligibility over the same period of time.

The NCAA instituted the APR requirements beginning in the 2003-04 academic year. Beginning in the fall of 2007, the APR is based on four years of data and every year thereafter, the most current year's data will be added and the oldest year will be removed to create a four-year rolling rate. The benchmark minimum score is 925.

IMPACT

Contemporaneous financial aid penalties can be applied if an athletic team's APR score is below 925. Teams that fall under the contemporaneous penalties risk the loss of future scholarships.

This is the seventh year institutions will be subject to historically based penalties. In the first stage of that structure, teams with APRs below 900 will receive a public warning. If those same teams continue to fall below the 900 cut line, they will be subject to a variety of playing and practice season restrictions, based on a formula that includes a measurement of the team's improvement over the last several years.

After public warnings, penalties become progressively more severe, eventually banning teams from postseason play.

ATTACHMENTS

Institution narrative and NCAA 2011 – 2012 Academic Progress Rates	
Boise State University APR Report	Page 3
Idaho State University APR Report	Page 7
University of Idaho APR Report	Page 13

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Each institution provided a statement regarding APR and how the NCAA requirement affects that institution. Following the statement from each institution are the NCAA APR sheets for all sports at that institution.

Staff commends the Board for requesting that institutions use the APR in head coach's contracts to a greater extent than it has in the past. Continuing to increase the incentive for academic achievement will help place a higher priority on the life-learning needs of the student-athletes.

BOARD ACTION

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Boise State University

Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The Boise State University Athletic Department showed continued success on the 2013 NCAA Academic Progress Rate (APR) Report. The Athletic Department's overall multi-year APR was a record 977. Eight Boise State teams established record multi-year APR scores: football (993), men's indoor track and field (985), men's outdoor track and field (979), swimming and diving (991), women's golf (992), soccer (986), softball (963) and wrestling (950). Additionally, 10 of Boise State's programs had perfect 2011-12 single-reporting year scores of 1,000: women's basketball, men's cross country, women's cross country, women's golf, men's tennis, women's tennis, soccer, softball, volleyball and wrestling.

Boise State's football, men's cross country (990), men's indoor track and field, men's outdoor track and field and swimming and diving programs recorded scores that led the Mountain West.

For the second-straight year, the Boise State football team posted the second-highest APR in the country among Football Bowl Subdivision schools. Broncos' football team was honored with a Public Recognition Award from the NCAA for having its multi-year score rank in the top-10 percent of FBS schools, the third-consecutive year Boise State football has received the accolade.

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NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 01/15/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years. The multiyear rate will be reported publicly in 2012. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Men's Basketball	950	N/A	942	960	962	930	923
Men's Cross Country	990	998	1000 *	979	1000*	979	1000*
Football	993	N/A	985	983	982	989	981
Men's Golf	942	N/A	917	934	944	950	889
Men's Tennis	927 ⁹	N/A	1000	891	1000	964	1000
Men's Track, Indoor	985	N/A	970	970	960	982	980
Men's Track, Outdoor	979	N/A	979	963	957	979	1000
Men's Wrestling	950	N/A	1000	931	1000	968	1000
Women's Basketball	973	N/A	1000	974	1000	964	1000
Women's Cross Country	948	N/A	1000	969	1000	920	1000
Women's Golf	992	N/A	1000	1000	1000	969	1000
Women's Gymnastics	975	N/A	918	980	920	970	917
Women's Softball	963	N/A	1000	970	1000	947	1000
Women's Soccer	986	N/A	1000	995	1000	973	1000

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⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 01/15/2013

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Women's Swimming	991	N/A	991	981	982	986	981
Women's Tennis	972	N/A	1000	982	1000	963	1000
Women's Track, Indoor	966	N/A	987	973	987	954	987
Women's Track, Outdoor	985	N/A	987	985	987	981	987
Women's Volleyball	957	N/A	1000	968	1000	935	1000

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Idaho State University
Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The 2011-12 one year score for the whole department was the highest ever at 983. This was the 3rd year in a row that the one year score set a record for Idaho State University. The 983 score was up 33 points from the 2010-11 score of 950. The one year Eligibility score was the highest ever for the department with a score of 965 (beating the old record of 941 by 24 points) and the one year Retention score was the highest ever for the department with a score of 974 (beating the old record of 949 by 25 points). This was the second year in a row that both Eligibility and Retention scores have set a department record.

The 2011-12 four-year average for the whole department was the highest ever at 950 up from last year's record of 937

- 7 of ISU's 15 teams scored a perfect 1000
 - Women's Golf had their third perfect 1000 single-year score in the last 4 years and their 4th in the last 5 years. This propelled their four-year average up to a 992.
 - Men's Cross Country had a score greater than 1000 which pushed their 4 year score to a 983. This is the 3rd one year score of 1000 for them in the last 5 school years.
 - Football had a perfect score of 1000 which was a 97 point improvement from last year and has for the first time in the APR history moved Football over 900 for the four year average (913). The four year average jumped 32 points from an 881 to a 913.
 - Men's Track Indoor and Men's Track Outdoor both scored a perfect 1000 for the second year in a row, moving their four year scores to 974 and 980 respectively. For the second year in a row, both teams have set an one year and a four year record.
 - Women's Basketball had its first perfect 1000 in the APR history and for the 3rd year in a row saw a single year score increase. WBB four year score is now 947 which is a 16 point score from the 2010-11 score.
 - Women's Volleyball saw their third perfect 1000 for a single-year score in the last 3 years and the 4th in 5 years. This propelled their four-year average to a 984.
- Men's Tennis saw a huge one-year improvement of 63 points. Their one-year score is a 938 and their 4 year score has jumped up to a 936.
- Women's Soccer had its first single year score drop in 4 years dropping from a 979 to a 969. However, because the score that fell off was a 947 so the four year score jumped from a 967 to a 972.
- Women's Softball saw a 29 point increase in their 1 year score from a 942 to a 971 which beats the single season record of 959. The four year average jumped from an 896 to a 925 which is the highest 4 year average ever for Softball.
- Men's basketball had a large one year jump of 87 points going from a score of 865 in the 2010-11 school year to a 952 in the 2011-12 school year. This was done in a coaching change year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- Of the teams on the ISU campus, only Men's Basketball (913), Football (913), and Softball (925) have 4 year scores below the 930 mark. All teams at Idaho State are above the 900 score mark.
- 8 teams made 1 year improvements from the year before (Men's Basketball, Men's Cross, Football, Men's Tennis, Women's Basketball, Softball, Women's Track Indoor, Women's Track Outdoor)
- 13 Teams Made 4 year improvements from the year before. (Men's Cross, Football, Men's Tennis, Men's Track Indoor, Men's Track Outdoor, Women's Basketball, Women's Golf, Women's Soccer, Softball, Women's Tennis, Women's Track Indoor, Women's Track Outdoor, Volleyball)
- Only 3 teams saw a decrease in their 1 year scores (Women's Cross, Soccer, Women's Tennis)
- Only 2 teams saw a decrease in their 4 year scores (Men's Basketball, Women's Cross Country)

NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years.

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The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (298)	NA	NA	NA	NA	965	959	977	970	961	963
Basketball (346)	913	952	10th-20th	1st-10th	952	945	967	957	947	953
Cross Country (315)	983	1000	50th-60th	50th-60th	975	971	983	979	970	976
Football (245)	914	1000	1st-10th	1st-10th	949	944	964	954	943	NA
Fencing (18)	NA	NA	NA	NA	975	969	979	977	976	971

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Subdivision	Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Golf (297)	NA	NA	NA	NA	974	971	981	983		970	969
Gymnastics (16)	NA	NA	NA	NA	979	979	975	980		986	965
Ice Hockey (58)	NA	NA	NA	NA	983	977	989	983		993	978
Lacrosse (61)	NA	NA	NA	NA	974	972	975	984		974	967
Skiing (11)	NA	NA	NA	NA	978	969	992	981		988	960
Soccer (203)	NA	NA	NA	NA	969	961	976	969		972	967
Swimming (137)	NA	NA	NA	NA	976	972	983	977		975	977
Tennis (261)	936	938	1st-10th	1st-10th	974	970	980	978		970	974
Track, Indoor (260)	974	1000	60th-70th	40th-50th	965	958	980	967		961	967
Track, Outdoor (280)	980	1000	60th-70th	40th-50th	968	961	982	969		964	970
Volleyball (22)	NA	NA	NA	NA	978	974	983	978		982	977
Water Polo (22)	NA	NA	NA	NA	980	978	981	989		991	968
Wrestling (77)	NA	NA	NA	NA	961	956	973	965		960	953
By Sport - Women's											
Basketball (344)	947	1000	10th-20th	10th-20th	972	967	980	972		971	972

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Bowling (36)	NA	NA	NA	NA	964	957	977	981	955	984
Cross Country (343)	959	927	10th-20th	20th-30th	983	981	989	985	981	985
Fencing (22)	NA	NA	NA	NA	983	974	988	977	989	986
Field Hockey (79)	NA	NA	NA	NA	989	985	993	986	992	988
Golf (258)	992	1000	50th-60th	70th-80th	986	984	991	988	984	986
Gymnastics (61)	NA	NA	NA	NA	989	989	988	989	992	981
Ice Hockey (34)	NA	NA	NA	NA	989	985	991	988	993	987
Lacrosse (93)	NA	NA	NA	NA	988	984	989	988	987	987
Rowing (86)	NA	NA	NA	NA	986	984	988	984	989	985
Skiing (12)	NA	NA	NA	NA	988	985	994	974	994	998
Soccer (322)	972	968	20th-30th	30th-40th	981	978	987	983	978	982
Softball (289)	925	971	1st-10th	1st-10th	978	974	988	982	975	978
Swimming (197)	NA	NA	NA	NA	986	984	989	987	985	986
Tennis (322)	939	962	1st-10th	1st-10th	982	980	987	985	980	983

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Track, Indoor (314)	963	969	20th-30th	20th-30th	977	972	987	978	973	979
Track, Outdoor (322)	962	969	10th-20th	20th-30th	978	974	988	979	975	981
Volleyball (329)	984	1000	40th-50th	50th-60th	980	976	990	982	977	982
Water Polo (34)	NA	NA	NA	NA	980	970	989	981	978	982
By Sport - Co-Ed										
Rifle (22)	NA	NA	NA	NA	976	977	964	981	965	NA

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N = Number of teams represented.

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² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes that team's APR data is under review.

University of Idaho

Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The University of Idaho sponsors 16 NCAA sports and of those, 14 currently maintain a 4-year average of at least 945. Football and Men's Golf are the only sports below 945. Football has a 919 four-year average which is a 15-point decrease from the prior four-year average. Men's Golf has a four-year average of 916. That number is down 4 points from the previous four-year average.

- Idaho's average APR score, by sport, is 961.31. That is a decrease of 2.07 points compared to the prior four-year average.
- In Men's Golf, of the ten athletes that were on the roster, only two athletes did not earn the total points possible. One athlete earned 1 of 2 possible points. He was ineligible after the spring semester, but remained at the institution. The other athlete earned 0 out of 2 points for the fall semester. He was removed from the team for becoming academically ineligible and consequently withdrew from the institution.
- Football has since hired a new coaching staff under Head Coach Paul Petrino. Coach Petrino is confident that he is recruiting quality students and is dedicated to the academic success of his student-athletes. He is working diligently along with Athletic Academic Services to develop stronger study skills and encourage better academic performance.

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NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/15/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years. The multiyear rate will be reported publicly in 2012. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Men's Basketball	945	N/A	920	970	960	920	880
Men's Cross Country	959	984	1000	939	1000	980	1000
Football	919 ⁹	N/A	881	901	836	931	918
Men's Golf	916 ⁹	N/A	906	879	875	938	938
Men's Tennis	957	N/A	1000	971	1000	930	941
Men's Track, Indoor	964	N/A	984	937	938	973	1000
Men's Track, Outdoor	955	N/A	971	911	912	973	1000
Women's Basketball	951	N/A	931	973	966	929	897
Women's Cross Country	987	N/A	944	988	944	987	944
Women's Golf	991	998	1000	1000	1000	964	1000
Women's Soccer	976	N/A	988	988	1000	964	976
Women's Swimming	974	N/A	962	959	923	977	1000
Women's Tennis	969	N/A	938	985	938	954	938
Women's Track, Indoor	964	N/A	952	940	929	984	976

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/15/2013

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Women's Track, Outdoor	964	N/A	950	940	925	984	975
Women's Volleyball	990	N/A	960	979	920	1000	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

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⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

BOISE STATE UNIVERSITY

SUBJECT

Purchase of warehouse property

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.a.

BACKGROUND/DISCUSSION

Boise State University (BSU) currently leases several warehouses and storage units in various locations in the Boise area. The proposed purchase would facilitate the non-renewal of several warehouses leases, consolidate separate storage areas into a single, University-owned facility, and generate significant cost savings.

Further economic and administrative benefits could be attained by the purchase of this facility including the reduction of employee travel to multiple locations and the elimination of the costs associated with operating multiple independent facilities. The proposed location will create a single point of storage that is convenient and easily accessible from campus.

The University analyzed warehouse space requirements, toured several potential locations, and selected the best location and facility to meet its needs. The site is located at 5475 West Gage Street in Boise (parcel R7777816270). The building is approximately 29,874 square feet located on 1.861 acres. The warehouse is owned by Broad Street Investments and is for sale with a list price of \$1.6 million. Through non-binding negotiations, Broad Street Investments has agreed to a sale price of \$1.5 million plus the University's share of closing costs and associated fees.

The University is seeking approval to purchase the property for a total price not to exceed \$1.5 million plus associated closing costs and fees. If the purchase is approved by the Board, final purchase remains contingent upon a property appraisal of \$1.5 million or higher.

IMPACT

The purchase price is \$1.5 million and will be paid from University reserves. The University estimates that by year two the annual savings created by owning vs. leasing will be \$114,000 and will continue to increase approximately three (3) percent per year.

As of June 30, 2012, BSU's unrestricted net assets were \$10.5M.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

ATTACHMENTS

Attachment 1 - Boundary Map

Page 3

Attachment 2 – Campus to Property Map

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Based on BSU's estimated annual savings (including assumed annual lease increases), the purchase of this facility would pay for itself in approximately 12 years. This facility would not be eligible for occupancy costs funding.

The county assessor shows the property's assessed value for 2013 at \$1,343,700.

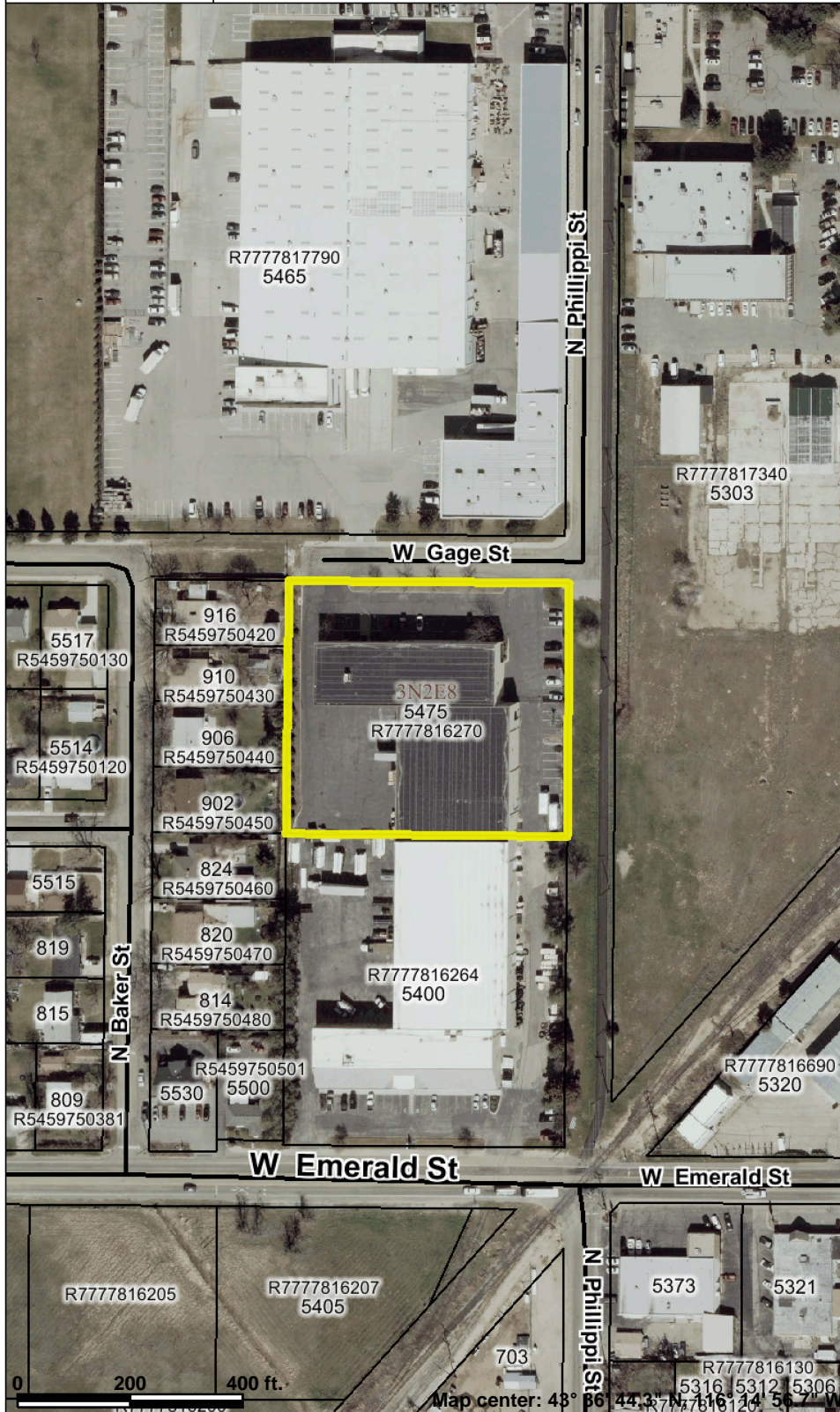
Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to purchase parcel R7777816270 located at 5475 W. Gage Street, Boise, for an amount not to exceed \$1.5 million, subject to an appraisal at or above the purchase price, plus all required closing costs normally associated with the buyer; and further to authorize the Vice President for Finance and Administration to execute all necessary transaction documents for closing the purchase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1



Legend

Major Streets

- Minor Arterial
- Collector
- SECTION
- PRINCIPAL Arterial
- INTERSTATE
- Other

Minor Streets

- LOCAL
- PARKS
- PRIVATE
- RESIDENTIAL

Other

Street Names (minor)

Addresses

- Parcels
- Sections
- Ada-OQ2010

Parks

City Limits

- Kuna
- Boise
- Garden City
- Eagle
- Star
- Meridian



Scale: 1:3,359

This map is a user generated static output from an Internet mapping site and is for general reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable. THIS MAP IS NOT TO BE USED FOR NAVIGATION.

This map shows the city of Boise, Idaho, with the Boise River flowing through it. Major highways are highlighted in orange, including I-184, I-20, and I-26. A blue line traces a route through the city, starting from the river, passing through the downtown area, and ending near the Boise River. The map includes labels for various streets, landmarks, and parks. The word 'BOISE' is prominently displayed in the center.

©2013 Google

Map data ©2013 Google

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

UNIVERSITY OF IDAHO

SUBJECT

Review and Approval of Nike Athletic Team Apparel Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION

The University of Idaho (UI) Athletic Department is seeking approval from the State Board of Education for the Nike Athletic Team Apparel agreement. This is a five-year agreement under which the University agrees to purchase all products for its covered athletic programs through Nike. Nike gives the University preferential pricing and other benefits as set forth in section D of the contract as well as certain amounts of Nike products as set forth in Section C of the Contract.

IMPACT

The estimated cost to the University per year is approximately \$400,000 for athletic team apparel purchases. The total value of the agreement exceeds the Executive Director's approval limit of \$500,000 and requires the Board's approval. The source of funding comes from program funds as described in section V.X.2 (c) of the Board's governing policies and procedures. The charges are paid against multiple Athletic Department budgets.

UI Athletics will be entitled to receive up to a total of \$700,000 retail value of product and equipment as follows:

Year 1 (2013-2014)	\$140,000
Year 2 (2014-2015)	\$140,000
Year 3 (2015-2016)	\$140,000
Year 4 (2016-2017)	\$140,000
Year 5 (2017-2018)	<u>\$140,000</u>
Total (5 years)	\$700,000

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This is an exclusive all-sport product and apparel supply agreement with NIKE. Except as otherwise specifically provided in the agreement, UI team members, coaches and staff would be required to use and wear NIKE products during practices, games, exhibitions, clinics/sports camps, and other official or university-sponsored activities in which they appear as official representative(s) of the University.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

In consideration of the products, apparel, and cash compensation specified in this agreement, UI would agree to provide NIKE specified sponsor benefits including a specified number of season tickets and post-season events tickets for all athletic programs covered under the agreement, and sideline passes for all home football games.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho Athletic Department to enter into the Nike Athletic Team Apparel agreement under the terms set out in Attachment 1 to the materials presented to the Board for the period June 1, 2013 to May 31, 2018, and to authorize the Vice President for Finance and Administration to execute the agreement in substantial conformance with the terms of the contract set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COLLEGE TEAM PRODUCT SUPPLY & SALES CONTRACT

THIS IS A CONTRACT made and entered into by and between **UNIVERSITY OF IDAHO** (the "University"), with offices at Kibbie-ASUI Activity Center, 1000 Stadium Way, Moscow, Idaho 83844-2302 and **NIKE USA, Inc.**, ("NIKE"), with offices at One Bowerman Drive, Beaverton, OR 97005, with regard to the purchase and supply of NIKE product for use by the University and its athletic programs. In consideration of the mutual promises, terms and conditions set forth in this "Contract Terms Sheet" and in the attached NIKE Standard Terms and Conditions (the "Standard Terms") the parties agree as follows:

A. CONTRACT PERIOD: The Contract term shall be June 1, 2013 to May 31, 2018, unless sooner terminated in accordance with the terms and conditions hereof (collectively, the "Contract Period").

B. GRANT OF RIGHTS & USE OF NIKE PRODUCT: In consideration of the product supplied, preferential pricing and purchase credit provided by NIKE under this Contract, and subject to the Standard Terms, the UNIVERSITY: (1) grants to NIKE, and NIKE hereby accepts, the exclusive right to (i) supply products to each "Covered Program" (as defined in the Standard Terms), and (ii) utilize (subject to the approval provisions of this Contract) the "Designations", the "Licensed Marks", and/or Activity Based Information in Digital Features and/or "Game Photos" or "Game Footage" (as each term is defined in the Standard Terms) worldwide, in any media (now known or hereafter created) including, but not limited to, the worldwide web, CD-ROM and other interactive and multi-media technologies, in connection with the advertising, marketing, promotion and sale of "Products" (as defined in the Standard Terms), and NIKE brands; and (2) shall ensure that the players and staff of each the Covered Programs wear and/or use exclusively NIKE Product in accordance with Paragraph 2 of the Standard Terms.

C. PRODUCT CONSIDERATION: In consideration for the rights granted under this Agreement:

- (1) Each "Contract Year" (as defined in the Standard Terms), for use by or in connection with the Covered Programs, the Athletic Department shall be entitled to order directly from NIKE, and receive, the following: Up to Fifteen Thousand Dollars (\$15,000, retail value) worth of NIKE Product for University's Covered Programs (the "Annual Product Allotment") along with the following NIKE Product:

Men's Basketball

30 Pairs of Shoes
300 Camp Tees
20 Warm-ups

Football

100 Pairs of Football Shoes
100 Pairs of Football Shoes for Post Season
300 Camp Tees
15 Coaches Polos
\$100,000 (retail value)

- (2) Each Contract Year, staff selected by UNIVERSITY Basketball Program shall be entitled to order additional NIKE Product. The aggregate maximum amount (in terms of retail value) of product that may be ordered shall be up to Five Thousand Dollars (\$5,000). All NIKE Product must be ordered through the "NIKE Elite" program and subject to procedures established by NIKE for such purpose. No carry-over of unordered annual allotments of merchandise from one Contract Year to another shall be allowed.
- (3) Each Contract Year, staff selected by UNIVERSITY Football Program shall be entitled to order additional NIKE Product. The aggregate maximum amount (in terms of retail value) of product that may be ordered shall be up to Twenty Thousand Dollars (\$20,000). All NIKE Product must be ordered through the "NIKE Elite" program and subject to procedures established by NIKE for such purpose. No carry-over of unordered annual allotments of merchandise from one Contract Year to another shall be allowed. UNIVERSITY shall be entitled to order direct from NIKE, on a "2 for 1" basis, additional football shoes for team use and subject to quantity availability. For purposes of this subsection, "2 for 1" shall mean that for every two (2) pairs of football shoes

purchased from NIKE, UNIVERSITY shall receive from NIKE, free of charge, one (1) pair of football shoes.

- (4) If in any Contract Year University requires additional NIKE Product in quantities in excess of that provided under this Section C, University agrees that all Product for Covered Program use shall be purchased directly from NIKE. University shall be entitled to purchase such product direct from NIKE in accordance with the discounts set forth in Section D below, and subject to availability and NIKE standard sales terms and conditions.

D. PURCHASE OBLIGATIONS & PRICING DISCOUNTS:

In consideration of the product supply, merchandise credit and preferential pricing provided by NIKE under this Contract, the University agrees that all Product for Covered Programs use shall be purchased directly from NIKE and that the University shall not purchase or accept any Products from any party other than NIKE. All Product purchased pursuant to this provision shall be sold to the University at the discount rate set opposite the indicated category of product:

Product Description	Discount
Apparel	@ wholesale
Uniforms	@ wholesale
Custom Uniforms	@ wholesale
Footwear	@ wholesale
Equipment	@ wholesale

All orders must be accompanied by a purchase order number. UNIVERSITY shall be required to meet purchase level minimums.

E. SPONSOR BENEFITS: As a sponsor of the Covered Programs, each Contract Year and at no charge to NIKE, University shall provide to NIKE:

- (1) Four (4) complimentary season tickets for all Covered Programs (best available field/court level);
- (2) Four (4) complimentary sideline passes for all home football games; and
- (3) Four (4) complimentary tickets to any post-season events which University participates in, including national championships.

IN WITNESS WHEREOF, the parties have duly executed this Contract as of the date indicated below.

UNIVERSITY OF IDAHO

NIKE USA, Inc.

By: _____

By: _____

Its: _____

Its: _____

University Address: _____

Dated: _____

Federal Identification No.: _____

NIKE STANDARD TERMS & CONDITIONS

1. **ADDITIONAL DEFINITIONS.** The terms set forth below in this Paragraph shall be defined for all purposes under this Contract as follows:
 - (a) "NIKE Group" shall mean NIKE USA, Inc., NIKE Retail Services, Inc. (d/b/a NikeTown), their parent company NIKE, Inc., their licensees, distributors, subsidiaries, affiliates and any successor company.
 - (b) "Licensed Marks" shall mean the names, nicknames, mascots, identifications, trademarks, service marks, logographics and/or symbols, and any other recognized reference to the University or any Covered Program.
 - (c) "Covered Program" shall mean each of the varsity intercollegiate athletic programs and listed on Exhibit A hereto.
 - (d) "Team Member" shall mean a student-athlete attending the University during the term of this Contract and on the roster of a Covered Program.
 - (e) "Staff" shall mean, collectively, all coaches, equipment managers, trainers and any on-field/courtside staff (e.g., ballpersons, basketball stat crews, etc.) employed by the University during the term of this Contract to provide services to any Covered Program.
 - (f) "Contract Year" shall mean each consecutive twelve (12) month period from June 1 through May 31 during the term of this Contract.
 - (g) "Products" shall mean: (i) all athletic and athletically inspired or derived footwear that any Team Member and/or wear or may be reasonably expected to wear while participating in their respective sport ("Footwear"); (ii) authentic competition apparel consisting of uniforms, warm-ups, basketball shooting shirts, practicewear, sideline/courtside apparel, and similar apparel, that Team Members or Staff wear or may be reasonably expected to wear while participating in their respective sport; (iii) all other apparel articles of an athletic or athleisure nature including but not limited to polo shirts, golf shirts, tank-tops, T-shirts, sweatsuits, compression apparel, undergarments, separates and other body coverings, and accessories of an athletic or athleisure nature, including but not limited to headwear, headbands, wristbands, bags, socks, protective gloves that any Team Member or Staff wear or use or may be reasonably expected to wear or use while participating in their respective sport; (iv) competition balls; (v) protective eyewear, eyewear with performance attributes and sunglasses; Dynamic Athletic Training equipment (e.g., parachutes, power bands, agility webs, speed ladders, power and quick react balls, etc.) and such other sports equipment as NIKE may add to its Product lines at any time during the Term of this Agreement; provided, however, that Covered Programs may continue to use such equipment in its possession upon the effective date of this Agreement; and body-worn (or handheld) activity tracking/monitoring devices (e.g., heart rate monitors, pedometers, etc.) and/or performance or fitness improvement and/or activity enhancing electronic or digital devices including, but not limited to, watches (GPS and non-GPS enabled) and performance tracking monitors (collectively, "Fitness Devices"); and (vi) any other sports equipment NIKE currently makes or may add to its Products lines at any time during the Contract Period.
 - (h) "NIKE Products" shall mean all "Products" in connection with which, or upon which, the NIKE name, the Swoosh Design, the NIKE AIR Design, the Basketball Player Silhouette ("Jumpman") Design or any other trademarks or brands (e.g., Converse, Brand Jordan, SPL.28) now or hereafter owned and/or controlled by NIKE appear (collectively, the "NIKE Marks"), singly or in any combination.
 - (i) "Activity Based Information" shall mean performance and/or activity information/data digitally collected from the Teams or Team members during competition, training or other activities, including, but not limited to, speed, distance, vertical leap height, maximum time aloft, shot attempts, ball possession, heart rate, running route, etc.
 - (j) "Dynamic Athletic Rating" shall mean any rating, testing, system or other method (including without limitation applications (e.g., on the Apple OS platform or Android platform operated devices) and video) of measuring, assessing or comparing athletic performance, athletic ability or athleticism (including without limitation athletic sensory performance such as vision).

- (k) "Dynamic Athletic Training" shall mean training programs, exercises, systems or other training methods designed to develop or improve an individual's athletic ability, athletic performance or athleticism (including without limitation athletic sensory performance such as vision).
2. **EXCLUSIVE USE OF NIKE PRODUCTS.** Throughout the Contract Period, the University shall make NIKE Products available on an exclusive basis to each Covered Program to be worn and/or used by Team Members and Staff during practices, games, exhibitions (including during locker room activities), clinics and/or sports camps, lockerroom and/or sideline/courtside celebrations and/or presentations, and other official or University-sanctioned activities (including but not limited to photo sessions and interviews) during which Team Members and Staff wear and/or use Products except as otherwise provided under this Paragraph. The University shall ensure that no Team Member or Staff shall (a) alter or permit the alteration of any NIKE Product worn or used by them to resemble a non-NIKE Product; or (b) wear any non-NIKE Products which have been altered to resemble NIKE Products. The University acknowledges that "polishing-out", "spatting" or otherwise taping, so as to cover or obscure any portion of any NIKE trademark, the NIKE Products worn by Team Member and/or Staff as required under this Paragraph is inconsistent with the purpose of this Contract and is a material breach of this Contract. NIKE acknowledges that, notwithstanding anything in this Paragraph to the contrary, Staff may wear, as is appropriate for the circumstances, non-athletic footwear or apparel (e.g., business attire) in connection with their official duties and that wearing such apparel shall not constitute a breach of this Paragraph.
 3. **MERCHANDISE ORDERS & DELIVERY.** All product to be supplied by NIKE under Section C above shall be delivered F.O.B. to the University. Only properly submitted orders from the Athletic Director (or other authorized representative of the University) shall be filled by NIKE. Provided the University places its complete annual product orders on a timely basis in accordance with NIKE's standard ordering deadlines (which are typically 9-12 months in advance of the desired delivery date), the annual product allotments for each upcoming season shall be delivered to the University generally thirty (30) days prior to the start of the regular season. Notwithstanding the foregoing, the University acknowledges that product delivery may be staggered in accordance with a mutually agreed priority schedule.
 4. **ADVERTISING APPROVALS & USE OF GAME PHOTOS/FOOTAGE.** In the event NIKE desires to use the Licensed Marks, Designations or Game Photos or Footage in any external advertising, NIKE shall submit a sample of such intended use to the University for approval prior to actual commercial use, such approval not to be unreasonably withheld. In connection therewith, at NIKE's request, the University shall permit NIKE to utilize, consistent with this Contract, Game Photos and Game Footage (owned and/or controlled by the University), without a use fee, other than reasonable search and edit charges. NIKE acknowledges that the right to use Game Photos and/or Game Footage is subject to applicable NCAA rules and regulations with respect to the depiction of eligible athletes.
 5. **RIGHTS OF FIRST DEALING & FIRST REFUSAL.**
 - (a) At NIKE's request made no later than January 1, 2018, the University shall for a 30-day period negotiate with NIKE in good faith with respect to the terms of a renewal of this Contract. The parties shall not be obligated to enter into an agreement if they cannot settle on mutually satisfactory terms. Prior to February 1 of the final Contract Year (the "Exclusive Negotiating End Date"), the University shall not (nor shall the University permit its agents, attorneys or representatives to) engage in discussions or negotiations with any third-party regarding product supply with respect to any Products, or sponsorship of any Covered Program (or similar supply or promotional arrangement) with respect to any Products, and to commence after this Contract has expired (the "Product Supply/Endorsement").
 - (b) During the term hereof and for a period of one hundred and eighty (180) days thereafter, NIKE shall have the right of first refusal for Product Supply/Endorsement, as follows. If the University receives any bona fide third-party offer at any time on or after the Exclusive Negotiating End Date with respect to any Product Supply/Endorsement, the University shall submit to NIKE in writing the specific terms of such bona fide third-party offer in its entirety in the form of a true and complete copy which shall be on the offeror's letterhead or other identifiable stationery or imprint readily authenticatable by NIKE as having originated with such third-party offeror. NIKE shall have fifteen (15) business days from the date of its receipt of such true copy of the third-

party offer to notify the University in writing if it will enter into a new contract with the University on terms no less favorable to the University than the material, measurable and matchable terms of such third-party offer. If NIKE so notifies the University within such 15-day period, the University shall enter into a contract with NIKE on the terms of NIKE's offer. If NIKE fails or declines to match or better the material, measurable and matchable terms of such third-party offer within such 15-day period, the University may thereafter consummate an agreement with such third-party on the terms of the offer made to the University. Prior to the Exclusive Negotiating End Date, the University shall not solicit, consider or present to NIKE, and NIKE shall not be obligated to respond to, any third-party offer for any Product Supply/Endorsement.

6. RIGHTS OF TERMINATION.

- (a) The University shall have the right to terminate this Contract immediately upon written notice to NIKE if: (i) NIKE is adjudicated insolvent or declares bankruptcy; or (ii) NIKE shall be in material breach of this Contract, which breach NIKE fails to cure, if curable, within thirty (30) days of NIKE's receipt of written notice from the University specifying such breach.
- (b) NIKE shall have the right to terminate this Contract immediately upon written notice to the University if: (i) Team Member or Staff fail to wear or use NIKE Products in violation of Paragraph 2 above, or wear NIKE Products altered, spatted or taped, in violation of the provisions thereof; or (ii) the University shall be in material breach of this Contract, which breach the University fails to cure, if curable, within thirty (30) days of the University's receipt of written notice from NIKE specifying such breach. In the event of termination under this Paragraph, the University shall forfeit any un-used merchandise credit.

7. RIGHT TO USE OF LICENSED MARKS EXPIRATION/TERMINATION. Upon expiration or termination of this Contract for any reason, NIKE shall have the right to exhaust all advertising and promotional materials bearing and/or including the Licensed Marks and/or Designations that were produced prior to the effective date of expiration or termination. Notwithstanding the foregoing, NIKE shall have the right to use in perpetuity and without restriction, for historical, educational or commemorative purposes, videotape, film or photographs showing NIKE Products provided under this Contract.

8. REPRESENTATIONS, WARRANTIES. The University covenants, represents and warrants that: (a) it has the full legal right and authority to enter into and fully perform this Contract in accordance with its terms and to grant to NIKE all the rights granted herein; and (b) neither the University nor any Staff member is party to any oral or written agreement, contract or understanding that would prevent, limit or hinder the performance of any obligations hereunder of the University or Staff member. (c) The University further covenants, represents and warrants that during the Contract Period it shall not in connection with any Covered Program: (i) wear, sponsor, endorse, or allow any Staff member to wear, sponsor or endorse, Products, Dynamic Athletic Rating, Dynamic Athletic Training or running/fitness social networks designed, licensed, manufactured, branded or sold by any manufacturer or seller of Products other than NIKE, or (ii) enter into, or allow any Staff member to enter into, any endorsement, promotional, consulting or similar agreement (including the sale of signage or other media) with any manufacturer or seller of Products other than NIKE that manufacturers, sells, licenses or is brand-identified to Footwear.

Notwithstanding anything in this Agreement to the contrary, nothing in this Agreement shall be construed as (i) prohibiting University from entering into agreements with an entity that has an incidental business involving Fitness Devices (e.g., a mobile phone or consumer electronics company) provided any such agreement does not permit the supply to and/or use by University of any such products, any Dynamic Athletic Rating System or Dynamic Athletic Training Program, or any third-party or brand associated with footwear or apparel; (ii) requiring University, Coach, Staff or Teams to use any NIKE Fitness Device; or (iii) prohibiting University, Coach, Staff or Teams from engaging any personal trainer, using any training facility/fitness club, equipment, Fitness Device or following any training program or regiment of its/their choice, provided none of the foregoing in this subparagraph are associated with a footwear or apparel brand.

9. **NOTICES.** Any notice of breach or default shall be in writing and deemed given if sent postage prepaid via registered or certified mail, by verifiable facsimile transmission or hand delivery, or by express courier service with confirmed delivery, to the breaching party at the addresses set forth above (unless written notice of a change of address has been provided) and shall be deemed to have been given at the time it is sent properly addressed and posted. Notices to NIKE shall be sent to the Legal Department, attention: Contracts Specialist (if faxed, to 503-646-6926).
10. **CONFIDENTIALITY.** The University shall not (nor shall it permit or cause its agents, attorneys, accountants, representatives or employees to) disclose the financial or other material terms of this Contract to any third-party, with the exception only of the University's agents, attorneys, accountants, representatives or employees, except as may be required by law. This Paragraph shall survive the expiration or termination of this Contract.
11. **MISCELLANEOUS.** Nothing contained in this Contract shall be construed as establishing a partnership, agency or joint venture relationship between the parties. Every provision of this Contract is severable. The rights and obligations granted under this Contract are personal to each party hereto and shall not be assigned or delegated to any third-party without the prior written consent of the non-assigning party except that NIKE may freely assign or delegate rights and obligations to any entity within the NIKE Group. This Contract shall be governed by and construed in accordance with the laws of the State of Oregon. This Contract shall constitute the entire understanding between the University and NIKE and may not be altered or modified except by a written agreement, signed by both parties. Any previous agreements between the parties shall have no further force or effect.

--- END ---

EXHIBIT A
Covered Programs

Swim (w)
Track & Field (m/w)
Football
Basketball (m/w)
Volleyball (w)
Tennis (m/w)
Golf (m/w)
Soccer (w)
Cross-Country (m/w)

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Planning and Design Authorization Request, Executive Residence, Moscow Campus

REFERENCE

June 2013 University of Idaho CEO Search Status Update (PPGA, Tab 5) included discussion of executive residence

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1 and V.K.3.a.

BACKGROUND/ DISCUSSION

Request Summary

This is a request for Regents/State Board of Education authorization to implement the planning and design phase to address issues related to the existing Executive Residence located on the main campus of the University of Idaho (UI), Moscow, Idaho. The University's focus at this point is primarily on creating an appropriate living space for the president and president's family while recognizing the need for a venue for select gatherings with the president. To further guide the planning process, President Burnett has commissioned an advisory committee to explore the full extent of options reasonably available to the University, with focus on a high-quality facility that also "reflect[s] the Idaho values of prudence and practicality." A copy of the President's charge to the committee is attached.

If authorized, the University will proceed (as informed by the advisory committee) through the planning and design phase for the selected option or options addressing the needs for a more modern and useable facility. The University will then report back to the Board, and seek further Regents' authorization for a project budget, and subsequent construction.

General Background

The existing structure was built in 1967 and received a number of minor remodels over the years, most notably a small expansion of the dining room and exterior patio, and the addition of an ADA compliant bathroom in the late 1990's. It is a 6,200 square foot split-level home, with seven bedrooms, five bathrooms, a kitchen, family room, and a large living and dining room and surrounding grounds. The facility serves as both the private residence for the president as well as a public venue for a variety of University hosted events, ranging from intimate dinners to larger receptions for hundreds of faculty, staff, and students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

This “hosting” is an integral and important part of the president’s role as chief executive officer and chief fundraiser.

The current configuration of the residence makes it difficult to effectively separate the public and private functions of the home. The current living room and dining room serve more of the public function and the private living space lacks any similar space for the president and president’s family. The residential kitchen is unsuited to accommodating the larger public events. Accordingly, a small ‘warming kitchen’ was established in the basement, but this entails moving a variety of goods and materials up and down the stairs and through the ‘private’ portions of the home before, during, and after events. The current driveway and configuration of the house poorly serves delivery access and parking needs for events hosted at the home.

Beyond the awkward and inefficient layout, the structure is in need of significant repairs and modernization. Much of the original utility infrastructure of the residence is still in use, as are the original bathroom fixtures. A complete replacement of the boiler and heating infrastructure is required, as well as the water and waste infrastructure. The windows must be replaced throughout as replacement parts for the casement windows are no longer available and to improve energy efficiency. Finishes throughout the home require modernization. Overall, improvements and repairs are estimated at up to \$500K, and even if implemented, would not overcome the inefficiencies and inadequacies of the layout, nor the public/private conflicts inherent in the home.

The University will investigate all options up to and including replacement of the structure with one better suited to an appropriate dual private residence and small public event role.

A factor influencing the timing of this request is the current vacancy at the residence. The search process is underway for the new president, and the interim president is not living in the home, creating a window of opportunity to move forward. The condition and fit and finish of the existing home are believed to negatively impact the University’s ability to recruit presidential candidates.

IMPACT

The University requests authority to expend up to \$75,000 for planning and design. Additional planning and design work may be sought through donation. The project funding is expected through a combination of private donors for the private residence portion and central university reserves for the remainder. The University anticipates replacing any central reserves through future bonding; combining this with bonds for future anticipated campus construction projects.

Early budget estimates reflect the breakdown between the major components of a capital project (assuming full replacement of the private living area and a co-

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

extensive public space dining room of the same size as the current facility with an added dining terrace and public reception terrace) as follows:

Demolition	\$50,000
Private Residence	\$711,600
Public Venue (added dining and public reception terrace)	\$80,000
Site Development and Restoration	\$100,000

Adding in project soft costs and prudent contingencies yields the overall capital project estimate of up to \$1.38M. Ultimate proposed project costs will be subject to the review and input from the President's study committee and could be greater or lesser depending on the outcome of the committee work in conjunction with the planning process.

ATTACHMENTS

Attachment 1 – President's Appointment and Charge to the Committee	Page 5
Attachment 2 – Reimbursement Resolution	Page 7
Attachment 3 – Capital Project Tracking Sheet	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The UI presidential search committee has discussed the physical state of the current residence provided for the University president. The presidential residence may be a factor in the current search and addressing and resolving the housing issue will be beneficial to the search.

Staff makes no recommendations pending the outcome of President Burnett's study committee.

BOARD ACTION

I move to approve the request by the University of Idaho to expend up to \$75,000 for design and planning for the modernization, including potential replacement, of the executive residence. Authorization includes the authority to execute all requisite consulting, design, and vendor contracts necessary to fully implement the planning and design phase of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Resolution of the Board of Regents regarding authority for the University of Idaho to use future bond proceeds to reimburse the planning and design expenditures associated with the President's Residence Project as set forth in Attachment 2 to the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the President

PO Box 443151
Moscow, ID 83844-3151

Phone: 208-885-6365
Fax: 208-885-6558
president@uidaho.edu

MEMORANDUM

TO: Ron Smith, Vice President for Finance & Administration
Frances Ellsworth, Past President, University of Idaho Foundation

FROM: Don Burnett, Interim President 

DATE: July 17, 2013

RE: **Presidential Residence and Venue for Select Gatherings –
Appointment of Study Committee**

With thanks in advance for your service, I am appointing you as co-chairs of an ad hoc committee to study needs, resources, and issues relating to the renovation or replacement of the presidential residence, which not only provides living quarters for the president and his or her family but also serves as a venue for select university gatherings hosted by the president.

It is vitally important for the university to have a high-quality facility that serves both of these purposes. It is equally important, however, that the facility should reflect the Idaho values of prudence and practicality. The dual-purpose facility should be attractive and functional without being extravagant.

The current residence is nearly a half-century old. During the past year an informal working group determined that the residence has significant deficiencies, especially with respect to the living quarters. The information gathered by that working group should aid (but should not constrain) the study to be conducted by your committee.

I charge the committee to develop a plan for a new or renovated facility. The plan need not contain a detailed architectural design; but it should identify the key requirements for the living space and the venue for select gatherings, the functions of the facility in relation to other (present and contemplated) university facilities, the scope and approximate cost of a project that would fulfill those functions, and the phasing of the project if necessary in order to give priority to the greatest needs relating to living quarters.

Time is of the essence. The current structure is unoccupied. A search for our next president is moving forward. It would be helpful to that search if a plan – reflecting a consensus drawn from

the multiple perspectives of your committee – were in place by the middle of the upcoming fall semester. Please keep me and Provost/Executive Vice President Katherine Aiken informed of your progress. Please also establish a liaison with the Presidential Search Committee and with the University of Idaho Board of Regents/State Board of Education.

The members of your committee, in addition to yourselves, will be Chris Murray, Vice President for University Advancement; Joe Stegner, Special Assistant to the President for State Governmental Affairs; Kevin Ketchie, Assistant to the President; Laine Meyer, President of the University of Idaho Foundation (or his designee); Patricia Hartzell, Chair, Faculty Senate; Brian Mahoney, Chair, Staff Affairs Committee (or his designee); and Max Cowan, President of the Associated Students of the University of Idaho (or his designee). I am asking Keith Ickes, Executive Director of Planning & Budget, and Brian Johnson, Assistant Vice President for Facilities, to serve as resources for the committee.

Again, thank you – and thanks to all participants -- for undertaking this important service.

**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 President's Residence Project on the Moscow campus in Latah County, Idaho.

WHEREAS, the Regents have approved the expenditure of \$75,000, for planning and design of the President's Residence Project on the Moscow campus located in Latah County, Idaho (the "Project") and further expenditures for the Project may be authorized; 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 \$20,000,000 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 August, 2013.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
Don Soltman, President

By: _____
Ronald E. Smith, Bursar

ATTEST:

By: _____
Roderic W. Lewis, Secretary

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of June 2013

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Planning and Design Phase Authorization, Replace Executive Residence, University of Idaho, Moscow, Idaho.
- 2 Project Description:** Planning and Design Phase for a project to replace the executive residence on the main campus of the University of Idaho, Moscow, Idaho. The project will include the demolition of the existing structure, site prep and improvements, construction of the new residence, including public event space. Also included are the furnishings and equipment for the public event venue portion of the facility.
- 3 Project Use:** The proposed project will serve as the private residence for the President, as well as an event venue for a variety of activities hosted on the property.
- 4 Project Size:** 7,000 - 9,000 GSF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning and Design Phase Only	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 68,200	\$ -	\$ 6,800	\$ 75,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 68,200	\$ -	\$ 6,800	\$ 75,000

History of Funding:	* Other Sources of Funds						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other*	Total Other	Total Funding
Initial Authorization Request, Planning and Design Phase Only, Aug 2013	\$ -				\$ 75,000	\$ 75,000	\$ 75,000
Total	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 75,000

27 * Internal Strategic Reserves

28 ** Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

LEWIS-CLARK STATE COLLEGE

SUBJECT

Program Prioritization

REFERENCE

May 2013

Board directed the institutions to institute a process for prioritization of programs consistent with Dr. Robert Dickeson's prioritization principles

June 2013

LCSC presented a program prioritization framework including programs, outcomes, targets, criteria and weighting to be used pending consultation with faculty

BACKGROUND/DISCUSSION

At the Board's June work session each of the four-year institutions presented their program prioritization proposals. Although this was posted as an information item on the agenda, the Board decided to take affirmative action by approving the proposals for the three universities. Several Board members expressed a desire for Lewis-Clark State College (LCSC) to use more than two program review criteria, and asked LCSC to come back in August with a revised proposal.

IMPACT

Program prioritization requires the institutions evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. Establishment of program prioritization models based on Dickeson's framework provides the Board with assurances of consistency while recognizing the institutions' unique Mission, Core Themes, and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."¹

Finally, program prioritization will serve a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

ATTACHMENTS

Attachment 1 – LCSC revised proposal

Page 3

Attachment 2 – Program Prioritization timeline

Page 13

¹ Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively*, 2013

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Following the June Board meeting, Board staff (CAO and CFO) hosted a conference call with the institutional provosts and vice presidents for finance and administration to discuss a number of issues relating to the Board's program prioritization directive including definitions, implementation, reporting and timelines. Staff followed up that meeting with a call to Board members Atchley (representing the Business Affairs & Human Resources Committee) and Westerberg (representing the Instruction, Research & Student Affairs Committee) to seek clarification and guidance. Based on this conversation, staff then sent out a guidance memo to the institutions. Based on Board feedback at the June meeting and the subsequent staff guidance memo, LCSC revised their proposal to include six criteria and refined it to provide additional detail with regard to implementation processes and procedures.

An implementation, reporting and deadline timeline for all institutions is included as Attachment 2.

Staff finds that LCSC's proposal is consistent with Dr. Dickeson's prioritization principles and Board intent, and recommends approval.

BOARD ACTION

I move to approve the program prioritization proposal for Lewis-Clark State College as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Program Prioritization
Lewis-Clark State College

August 15, 2013

Lori Stinson, Interim Provost & VP for
Academic Affairs

Lewis-Clark
S T A T E
C O L L E G E

LCSC Desires...

- Efficient/ Effective System
 - Utilize existing processes
 - Utilize existing data and data gathering processes
- NWCCU September 2014
 - Focus on Resources/Capacity
- Focus on updated Strategic Plan

Goals

➤ Support 2013 Strategic Plan Goals

- **Outcome 1:** Sustain and enhance excellence in teaching and learning
- **Outcome 2:** Optimize student enrollment and promote student success
- **Outcome 3:** Strengthen and expand collaborative relationships and partnerships
- **Outcome 4:** Leverage resources to maximize institution strength and efficiency

Process Development

1. Verify/ Update list of all “programs”

- LCSC maintains a comprehensive list of all programs, instructional and non-instructional
- All programs participate in unit assessment processes; have an identified Assessment monitor

LCSC Programs

➤ Instructional Programs—Academic

➤ Business	11
➤ Education	9
➤ Humanities	16
➤ General Education	1
➤ Natural Sciences/Math	10
➤ Nursing & Health Sciences	4
➤ Social Sciences	6

LCSC Programs

➤ Instructional Programs—Professional/Technical

➤ Business Technology & Service	14
➤ Technical & Industrial	9
➤ Workforce Training	5
➤ Library	10
➤ Student Affairs	20
➤ Administrative Services	18

LCSC Programs

➤ Community Programs	13
➤ Direct Reporting Units	18

Process Development

2. Data
 1. Verify what is available from existing internal processes; identify external data sources as needed
 2. Establish internal systems to generate new/needed data
3. Utilize existing committee structure to refine criteria & weighting
4. Finalize criteria & weighting; disseminate

Criterion: Impact

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Impact [justification, and overall essentiality]	2, 4	1. How essential is the program to the current and future success of the institution (mission critical)?	<ul style="list-style-type: none"> Degrees granted/ successful transfer 	TBD

Criterion: External Demand

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
2. External Demand/Viability	1, 2	1. Current/ future demand for program?	<ul style="list-style-type: none"> Occupational/ labor forecasts Unduplicated student head count/ majors 	TBD

Criterion: Quality of Outcomes

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Quality of Outcomes	1, 2, 4	1. What is the quality of program outcomes?	<ul style="list-style-type: none"> Specialized accreditation Licensure/certification rates 	TBD

Criterion: Internal Demand

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Internal Demand	2, 3, 4	1. What is the internal demand for courses offered to other majors?	<ul style="list-style-type: none"> Current/historical credit hours offered to non-majors 	TBD

Criterion: Net Revenue

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Net Revenue	3, 4	1. What is the cost of program delivery?	• Cost per SCH	TBD

Implementation

- Programs –internal assessments as usual
- Dept/Division Assessment Work Groups
- Functional Area Assessment Committees
 - Direct Reporting Units
 - Admin Services
 - Academic Programs
 - Prof-Tech Programs
 - Community Programs
 - Student Affairs

Implementation

- Assessment Coordination Committee
 - Chair: Institutional Planning, Research, & Assessment
 - Chairs of Six Functional Area Assessment Groups

Implementation

Assessment Council

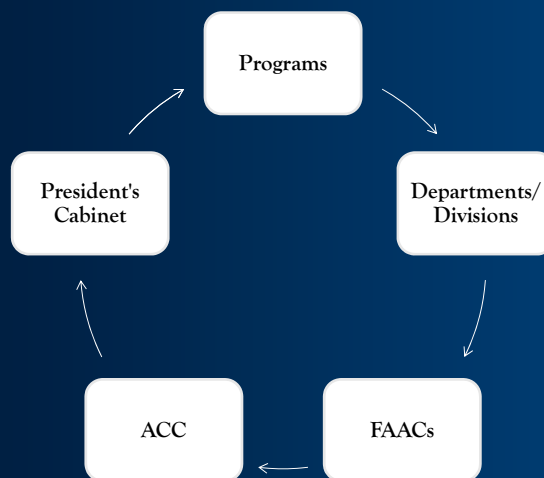
Administration	Deans/ Directors	Stakeholders
President (Chair)	Dean, Acad Prog	Chair, Fac Assoc
Provost/ VPAA	Dean, PTE	Chair, Prof Staff Org
VP Student Affairs	Dean, Comm Prog	Chair, Class. Staff Org
VP Finance/ Admin	Director, IT	
	Director, College Advancement	
	Director, IPRA	
	Director, College Communications	

Implementation

➤ President's Cabinet

- Review
- Ensure fit with strategic plan
- Disseminate
- Feedback
- Finalize

Implementation



Challenges

- Faculty / Staff / Student morale

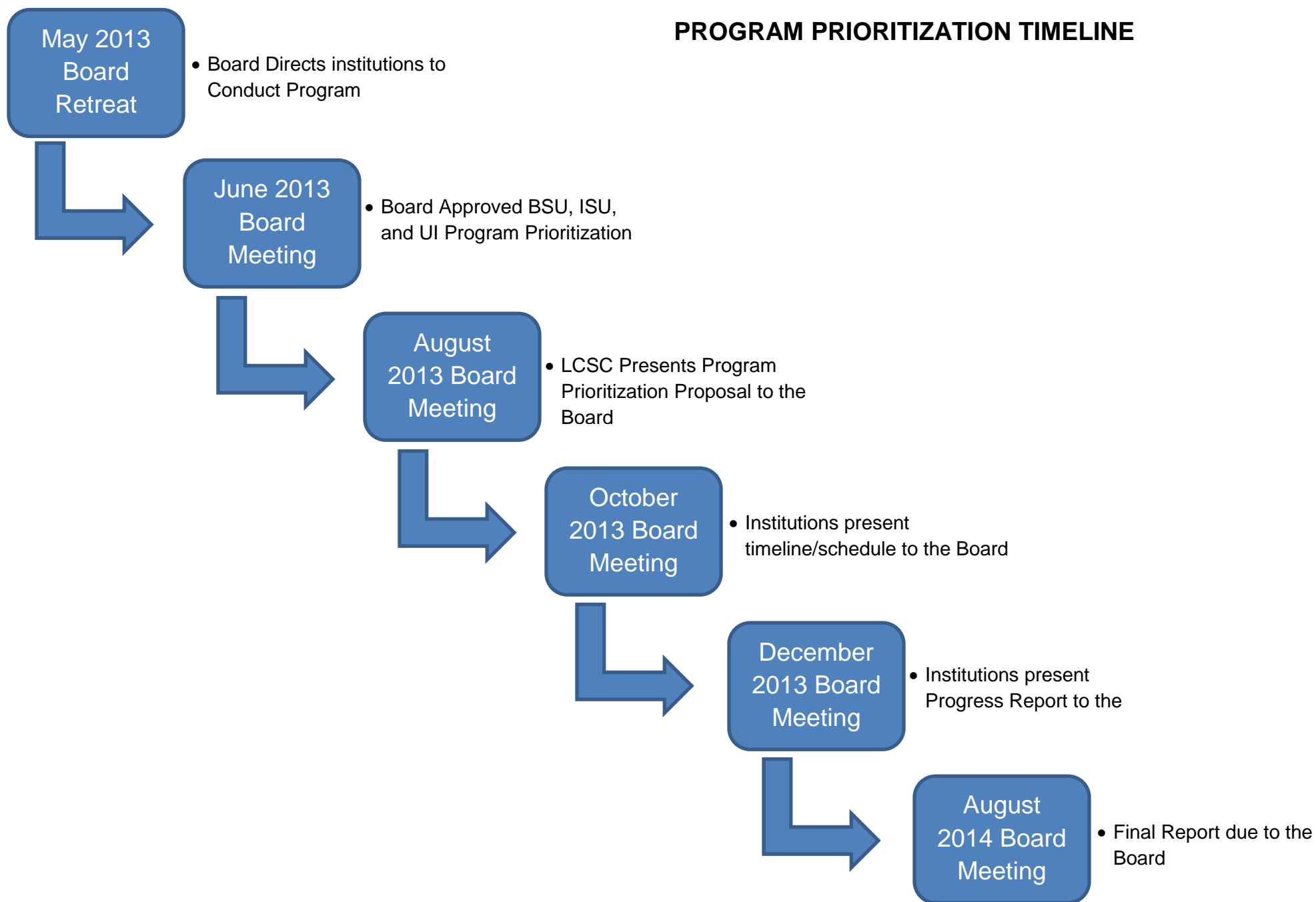


Thank You

Lori Stinson, Interim Provost & VP for
Academic Affairs

Lewis-Clark
STATE
COLLEGE

PROGRAM PRIORITIZATION TIMELINE



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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	FIVE-YEAR PLAN	Motion to Approve
2	REPEAL III.K. PRIOR LEARNING - FIRST READING AND AMENDMENTS TO III.L. CONTINUEING EDUCATION/OFF-CAMPUS INSTRUCTION – FIRST READING	Motion to Approve
3	III.Z. DELIVERY OF POSTSECONDARY EDUCATION – PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES – FIRST READING	Motion to Approve
4	HEALTH CARE SHARING MINISTRIES	Motion to Approve

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Approval of the Five-Year Plan

REFERENCE

August 2012

The Board approved the first iteration of the Five-Year Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, 2.a (ii)

BACKGROUND/DISCUSSION

Board Policy III.Z, requires institutions create plans in alignment with their Statewide and Service Region Program responsibilities that describe all current and proposed programs to be offered within three years of approval of the plan. Once institutions have submitted their plans, Board Staff review them for alignment with policy requirements, program responsibilities, and duplication.

As part of the Five-Year Plan development process, staff coordinated a work session with the provosts and representatives from their respective regional off-campus sites on April 16, 2013. The purpose of the work session was to review draft institution plans, statewide needs, and to identify programs that could potentially be viewed as duplication or conflict with Statewide Program responsibilities. Institutions identified programs that would require further clarification and discussion and were instructed to work through those in preparation for the Instruction, Research, and Student Affairs (IRSA) Committee meeting in July.

The Five-Year Plan represents detailed information for Academic Year 2014-15 and updates to the 2012-13 and 2013-14 academic years. The Board approved a partial five-year plan last year that consisted of information for proposed programs for the 2012-13 and 2013-14 academic years only. The approval of a partial Five-Year Plan was due to challenges institutions experienced providing an increased level of specificity at the planning stage. While the Board approved the partial Plan, they did so with the understanding that institutions would use the coming year to complete the Five-Year Plan requirement.

IMPACT

The Five-Year Plan will provide a comprehensive picture of institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in their efforts to coordinate educational programs throughout the State. Approval of the Five-Year Plan will provide the institutions with the ability to proceed to a program proposal development stage.

ATTACHMENTS

Attachment 1 – Five-Year Planning Cycle and Schedule

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

To assist institutions and staff with getting on a regular cycle for updating the Plan, a planning schedule was created. Staff determined that the Five-Year Plan will need to be reviewed and approved by the Board one more consecutive year before a regular two-year cycle can be realized. The attached schedule illustrates the level of information institutions need to provide and for which academic years.

As part of the proposed program planning process, institutions met in April 2013 to discuss areas of concern and potential collaboration opportunities. As a result, there are two proposed joint programs that warrant notable mention and one proposed program that raised concerns regarding duplication.

Idaho State University and Boise State University, with participation from the University of Idaho propose to offer a joint program in Bioinformatics for Fall 2014. Students will join the program as juniors or seniors and earn a B.S. in biology, computer science, mathematics, biochemistry, etc., The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.

The University of Idaho and Boise State University also propose a joint program entitled Integrated Project Delivery. This is a graduate program that will focus on the future direction in the designing and delivering constructed facilities. The degree will focus on professionals who want to acquire knowledge, skills, and credentials as leaders in the construction industry with emphasis in leadership and sustainability.

In addition to the program collaboration, both the University of Idaho and Idaho State University agreed to remove the Doctor of Medicine degree from their Five-Year Plans. While both campuses maintain an interest and desire to offer the degree, they determined to table that request pending recommendations from the Boards Medical Education Committee.

One proposed program listed in the Five-Year Plan was identified as potential duplication. BSU's proposed Ph.D. in Ecology, Evolution, and Behavior program is slated to be submitted for approval during the 2015-2016 academic year. BSU intends to offer the program in Boise and in a traditional format. The University of Idaho feels that BSU's proposed Ph.D. program duplicates three of their existing Ph.D. programs. Those include Natural Resources, Biology, and Environmental Science.

Discussions among the institutions have reached an impasse on whether or not BSU's proposed program duplicates the three Ph.D. areas at the UI. Current

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

Board policy does not assign a statewide program responsibility for Ecology programs to any institution.

On July 25, 2013, institution plans were presented to IRSA, which included an update on proposed program concerns. IRSA determined to defer BSU's proposed Ph.D. program to their September 26, 2013, meeting. Both institutions will present their positions for consideration and IRSA will forward a recommendation to the Board based on that discussion. In the interim, IRSA recommended that the proposed program be removed from the Five-year plan. If the concerns can be resolved, BSU's program will be added back to their plan for the Board's consideration at that time.

Staff recommends approval of the Five-Year Plans as submitted.

BOARD ACTION

I move to approve the Five-Year Plan as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Five-Year Planning Schedule

In order to get on a regular schedule for the Five-Year Plan, staff has determined that the Plan will be reviewed and approved by the Board three years in a row. The following represents a specific timeline and requirements for each academic year of the five-year planning process.

For the first iteration of the Five-Year Plan, institutions provided proposed programs for the 2012-13 and 2013-14 academic years with programmatic detail. This was presented to the Board and approved at their August 2012 meeting.

During this current planning cycle, institutions will provide updates to the 2012-13 and the 2013-14 academic year entries and provide programmatic detail for 2014-15, which was not provided last year. For 2015-16 and 2016-17, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

The following cycle will commence September 2013. Institutions will provide programmatic detail for 2015-16, 2016-17, and 2017-18 academic years. For 2018-19 and 2019-20 academic years, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

The process will commence on a regular two-year cycle for updates starting in September 2015 in preparation for the August 2016 Board meeting. Institutions will provide programmatic detail for 2018-19, 2019-20, and 2020-21 academic years. For 2021-22 and 2022-23 academic years, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

Note: Basic program information includes all elements provided in the Instructions with the exception of need assessment and workforce projections summary.

August 2012	August 2013	August 2014	August 2016
2012-13 [detail]	2012-13 [updates]	2015-16 [detail]	2018-19 [detail]
2013-14 [detail]	2013-14 [updates]	2016-17 [detail]	2019-20 [detail]
2014-15 [detail]	2014-15 [detail]	2017-18 [detail]	2020-21 [detail]
2015-16 [basic info]	2015-16 [basic info]	2018-19 [basic info]	2021-22 [basic info]
2016-17 [basic info]	2016-17 [basic info]	2019-20 [basic info]	2022-23 [basic info]

Five-Year Planning Timeline

Current and Proposed Programs



State of Idaho
Board of Education

**Five-Year Plan for Delivery of Postsecondary Programs and
Courses**

Prepared by
The Office of the State Board of Education

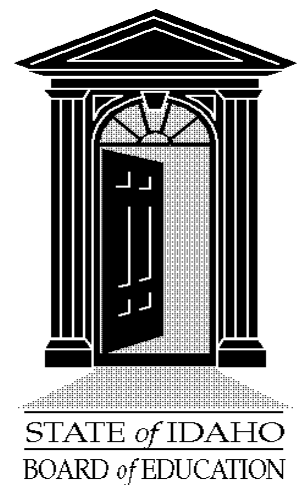


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Five-Year Plan Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information and specificity for each current program being offered and for each proposed program as part of the five-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.(a), "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.(b), d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Five-Year Plan specifically consists of proposed programs institutions have identified they will pursue within two years of approval of the Plan. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated every two years. It is intended that the Five-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.”

Boise State University

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Regional Planning	M.S., Ph.D.
Social Work (Southeast Region—shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.
Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared w/ BSU)	M.S.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S.
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
Clinical Lab Science	B.S., M.S.

University of Idaho

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch
Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> • Animal Science • Plant Science • Agricultural Economics • Food Science • Veterinary Science 	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM
Natural Resources <ul style="list-style-type: none"> • Forestry & Forest Products • Wildlife • Fisheries (Resources) • Conservation Science • Range Science 	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

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Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Agriculture Science	1.0000	AS	NA	Math & Science	Nampa/Southwest	Regional	Traditional
CSI	Agribusiness	1.0101	AAS, TC		Business	CSI Campus	Regional	Traditional with some portion avail online
UI	Agribusiness	1.0101	B.S.Ag.Econ.	Minor	CALS	Moscow	Statewide	face-to-face
UI	Agricultural Economics	1.0103	B.S.Ag.Econ.		CALS	Moscow	Statewide	face-to-face
UI	Applied Economics	1.0103	M.S.	Emphasis:: 1) Agricultural Economics; 2) Natural Resources; 3) Agribusiness	CALS	Moscow	Statewide	face-to-face
CWI	Farm Business Management	1.0104	PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Systems Management	1.0201	B.S.Ag.L.S.	Minor	CALS	Moscow	Regional	Face to face/web
CSI	Animal Science Livestock Technician	1.0302	TC		Agriculture	CSI Campus	Regional	
CSI	Aquaculture	1.0303	AAS, TC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Aquaculture	1.0303		Minor	CNR	Moscow	Regional	Traditional
CSI	Laboratory Assistant/Technician	1.0401	PTC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Horse Management	1.0507	AAS, TC				Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	AA, AS, AAS, TC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Horticulture Technology - Horticulture Assistant	1.0601	AAS, ATC, TC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Horticulture Technology, Horticulturist	1.0601	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
UI	Agricultural Extension Education	1.0801		Minor	CALS	Moscow	Statewide	face-to-face
UI	Agricultural Science, Communication and Leadership	1.0802	B.S.Ag.L.S.		CALS	Moscow	Statewide	face-to-face
UI	Animal and Veterinary Science	1.0901	B.S.A.V.S.	Options: 1) Business Option; 2) Dairy Science; 3)Production; 4) Science/Preveterinary	CALS	Moscow	Statewide	face-to-face
UI	Animal Physiology	1.0901	Ph.D.		CALS	Moscow	Statewide	face-to-face

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Animal Science	1.0901	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Animal Science	1.0901	M.S.	Minor	CALS	Moscow	Statewide	face-to-face
UI	Food Science	1.1001	B.S.F.S.; M.S.; Ph.D.	Emphasis: 1) Processing; 2) Business; 3) Science; 4) Nutrition; Minor in Food Science	CALS	Moscow	Statewide	face to face
UI	Plant Science	1.1101	M.S.; Ph.D.		CALS	Moscow	Statewide	traditional/video link
UI	Crop Science	1.1102		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Horticulture	1.1103		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Sustainable Crop and Landscape Systems	1.1103	B.S.Ag.L.S.	Options: 1) Insects & Society; 2) Soil & Land Use; 3) Sustainable Cropping Systems; 4) Environmental Horticulture; 5) Plant Biotechnology	CALS	Moscow	Statewide	traditional/video link
UI	Plant Protection	1.1105		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Rangeland Ecology and Management	1.1106	B.S.Rangeland Ecol.-Mgt.	Minor	CNR	Moscow	Statewide	Traditional
UI	Soil and Land Resources	1.1201	M.S.; Ph.D.		CALS	Moscow	Statewide	traditional/video link
UI	Soil Science	1.1201		Minor	CALS	Moscow	Statewide	traditional/video link
CSI	Agriculture Science	1.9999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
NIC	Environmental Sciences	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line Hybrid
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.	Focus areas: Health, Policy or Science	Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103	Minor		Arts & Sciences/ Administration	Boise	Regional	Traditional
UI	Environmental Contaminant Assessment	3.0104	Certificate		CLASS	Statewide	Regional	hybrid
UI	Environmental Science	3.0104	B.S.Env.S.	Options: 1) Biological Science; 2) Physical Science	CLASS	Moscow	Regional	traditional
UI	Environmental Science	3.0104	M.S.; Ph.D.	Options: Biological Science; Physical Science; Social Science	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Environmental Water Science	3.0104	Certificate		CLASS	Moscow	Regional	traditional
UI	Natural Resources and Environmental Science	3.0104	P.S.M.	Program Options: Water Resources Management; Environmental Contamination; Sustainability Science; Climate Change Science; Management of Regulated River Systems; Ecohydrology Science and Management	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid
UI	Conservation Social Sciences	3.0201		Minor	CNR	Moscow	Statewide	Traditional
UI	Environmental Communication	3.0201		Minor	CNR	Moscow	Regional	Traditional
UI	Natural Resources	3.0201	M.N.R.; M.S.; Ph.D.	Minor	CNR	Moscow	Statewide	Traditional
UI	Natural Resource Economics	3.0204		Minor	CALS	Moscow	Statewide	
UI	Resource Recreation and Tourism	3.0207	B.S.Res.Rc.		CNR	Moscow	Regional	Traditional
UI	Fishery Resources	3.0301	B.S.Fish.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Resources	3.0502	B.S.For.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Fire Ecology and Management	3.0506	B.S.Fire.Ecol.Mgmt	Minor	CNR	Moscow	Regional	Traditional
UI	Fire Ecology, Management and Technology	3.0506	Graduate Certificate		CNR	Moscow, Boise	Regional	Traditional
UI	Renewable Materials	3.0509	B.S.Renew.Mat.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Operations	3.0510		Minor	CNR	Moscow	Statewide	Traditional
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR	Moscow	Regional	Traditional
UI	Wildlife Resources	3.0601	B.S.Wldl.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Architecture	4.0201	B.S.Arch	Minor	CAA	Moscow/Boise	Statewide	Face to Face
UI	Architecture	4.0201	M.Arch.; M.S.		CAA	Moscow/Boise	Statewide	Face to Face w/ several distance compressed video and online
UI	Bioregional Planning and Community Design	4.0301	M.S.; Certificate		University Wide Program-CAA	Moscow, Boise	Regional	Face-to-face & hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Community & Regional Planning	4.0301	M.C.R.P.	Emphases: Environmental and Natural Resource Planning and Policy; Land Use and Transportation Planning; Economic Development Planning and Analysis; Housing, Social and Community Development Planning	Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Community & Regional Planning	4.0301	Graduate Certificate		Soc Sci & Public Affairs/ Community and Regional Planning	Boise	Statewide	Traditional
UI	Landscape Architecture	4.0601	B.S.L.A.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
UI	Landscape Architecture	4.0601	M.L.A.		CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
UI	American Studies	5.0102	B.A.; B.S.	Emphasis: 1) Literature; 2) History; 3) Social Science; Minor in American Studies	CLASS	Moscow	Regional	traditional
UI	Latin-American Studies	5.0107	B.A.		CLASS	Moscow	Regional	traditional
BSU	Canadian Studies	5.0115	Minor		Soc Sci & Public Affairs	Boise	Regional	Traditional
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line/Hybrid
NIC	American Indian Studies	5.0202	A.S.	N/A	American Indian St.	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line Hybrid
UI	American Indian Studies	5.0202		Minor	CLASS	Moscow	Regional	hybrid
BSU	Native American Studies	5.0202	Minor		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
LCSC	Native American Studies	5.0202		minor only	Social Science/ Humanities	Lewiston	Regional	classroom
BSU	Latin American and Latino/a Studies	5.0203	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
UI	Women's Studies	5.0207		Minor	CLASS	Moscow	Regional	traditional
BSU	Gender Studies	5.0299	Minor		Soc Sci & Public Affairs			
BSU	Multi-Ethnic Studies	5.0299	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Multi-Ethnic Studies	5.0299	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication	9.0101	B.A.	Emphases: Media Production, Media Studies, Public Communication, Relational and Organizational Studies	Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	M.A.		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	Minor		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
CWI	Communication	9.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.A.	Journalism	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.S.	Speech	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.S.	Journalism	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Communication and Rhetorical Studies	9.0101	BA, BS	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Communication and Rhetorical Studies	9.0101	MA	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Communication Arts	9.0101	BA, BS	minor	Humanities	LEW/CDA	Regional	classroom
UI	Communication Studies	9.0101		Minor	CLASS	Moscow	Regional	hybrid
ISU	Mass Communication	9.0102	BA	Mass Communication minor, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Journalism	9.0401	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Broadcasting and Digital Media	9.0702	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Organizational Dynamics	9.0901	Certificate		CLASS	Moscow/CDA	Regional	hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS	Moscow/CDA	Regional	hybrid
BSU	Public Relations	9.0902	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Public Relations	9.0902	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Advertising	9.0903	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
LCSC	English: Publishing Arts	9.1001	BA	emphasis	Humanities	Lewiston	Regional	classroom
LCSC	Publishing Arts	9.1001		minor only	Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
LCSC	Graphic Design/ Print Technology	10.0301	AAS		BTS	Lewiston	Regional	classroom
LCSC	Graphic Design/ Print Technology	10.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Digital Imaging	10.0303	Cert		BTS	Lewiston	Regional	classroom
ISU	Graphic Arts/Printing Technology	10.0303	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
UI	Virtual Technology and Design	10.0304	B.S.		CAA	Moscow/Boise	Regional	Face-to-face & hybrid
LCSC	Offset Press	10.0307	Certificate		BTS	Lewiston	Regional	classroom
NIC	Pre-Nutrition	10.0501	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Science	11.0101	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Computer Science	11.0101	BA, BS	minor/ CS Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103	Minor		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
NIC	Computer Information Tech	11.0202	Tech. Certificate	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Computer Science	11.0401	BA, BS	Information Systems Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
LCSC	Computer Science	11.0401	BA, BS	Information Technology Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
BSU	Computer Science	11.0701	B.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701	M.S.		Engineering/ Computer Science	Boise	Regional	Traditional
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional
BSU	Computer Science	11.0701	Minor		Engineering/ Computer Science	Boise	Regional	Traditional
UI	Secure and Dependable Computing Systems	11.0701	Certificate		ENGR	Moscow	Regional	Traditional
LCSC	Computer Science	11.0801	BA, BS	Web Development Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
CSI	Digital Media	11.0801	AAS, TC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Digital Media - Graphic Design for Print opt	11.0801	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
NIC	Web Design	11.0801	A.A.S.	N/A	Graphic Design	Post Falls	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Web Developer	11.0801	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Web Development	11.0801	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Web Development	11.0801	AAS		BTS	Lewiston	Regional	classroom/online
LCSC	Web Development	11.0801	BAS		BTS	Lewiston	Regional	classroom/online
EITC	Web Development Specialist	11.0801	WDS.AAS	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Website Design Multimedia	11.0801	AAS, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Computer Support Technician	11.0901	TC		Information Technology	CSI Campus	Regional	
ISU	Information Technology Systems	11.0901	AAS, TC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Internetworking and Communication Tech	11.0901	AAS, ATC, PTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
EITC	MS Certified Systems Engineer	11.0901	CSE.PSTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	MS Computer Networking Technologies	11.0901	CNT.AAS	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Network Administration	11.1001	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Information Systems Analysis	11.1002	AAS		TI	Lewiston	Regional	classroom
LCSC	Information Systems Analysis	11.1002	BAS, BAT		TI	Lewiston	Regional	classroom
ISU	Computer Information Systems	11.1003	BBA	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	PB Cert	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	MS	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	BBA	Computer Information Systems minor, emphasis	Business	University Place	Regional	Face-to-Face
CWI	Information Security and Digital Forensics	11.1003	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
CWI	Computer Support Specialist	11.1006	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Cosmetology	12.0401	TC, PTC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Baking and Pastry Arts	12.0501	AAS, TC, PTC		Business	CSI Campus	Regional	Traditional with some portion avail online
CWI	Baking and Pastry Arts	12.0501	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Culinary Arts	12.0503	AAS, ATC, TC, PTC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CSI	Culinary Arts	12.0508	AAS, TC, PTC		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0508	Tech. Certificate	N/A	Culinary Arts	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.S.	Secondary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Education	13.0101	Ed.D; Ph.D.		ED	Rexburg	Regional	Online, Hybrid, Face-to-Face
ISU	Education, General	13.0101	PB Cert	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Education, General	13.0101	M Ed	Emphases	Education	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Education, General (Child & Family Studies)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Literacy)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Secondary/K-12 Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Bilingual Education	Boise	Regional	Traditional
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Bilingual Education	Meridian	Regional	Traditional
CSI	Education, Bilingual Elementary	13.0201	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CWI	Education-Bilingual Elementary	13.0201	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
BSU	Elementary Education Bilingual/ESL Option avail	13.0201	B.A.		Education/ Bilingual Education	Twin Falls	Regional	Traditional
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: Career & Technical Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Online
CSI	Education, General (Curriculum Leadership)	13.0301	M Ed Emp.		Education	CSI Campus		

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Elementary Education Bilingual/ESL	13.0301	B.A.		Education/ Bilingual Education	Boise	Regional	Traditional
BSU	English as a Second Language	13.0301	M.Ed.		Education/ Bilingual Education	Meridian	Regional	Traditional
BSU	English as a Second Language	13.0301	M.Ed.		Education/ Bilingual Education	Twin Falls, Boise	Regional	Traditional/online
LCSC	English as a Second Language	13.0301		minor only	Education	Lewiston	Regional	classroom
BSU	K-12 Physical Education	13.0301	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp.		Education	CSI Campus		
BSU	Educational Leadership	13.0401	M.Ed.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Educational Leadership	13.0401	Ed D	N/A	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed.Ldrshp.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online, Hybrid, Face-to-Face
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Ed. Training & Dev.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	?	Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0501	Ed.D.					
BSU	Instructional & Performance Technology	13.0501	M.S.		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0599	M.S., M.E.T.		Education/ Educational Technology	Boise	Regional	Traditional
BSU	Technology Integration Specialist	13.0599	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
CWI	Education-Special	13.1001	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Special Education	13.1001	B.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
BSU	Special Education	13.1001	M.A., M.Ed.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
BSU	Special Education	13.1001	Post-B.A. Cert		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
LCSC	Special Education	13.1001	Certificate	minor	Education	Lewiston	Regional	classroom/online
UI	Special Education	13.1001	M.Ed.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online
LCSC	Special Education - Paraprofessional to Teacher	13.1001	BA, BS		Education	Lewiston	Regional	classroom
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
LCSC	Gifted and Talented Education	13.1004		minor only	Education	Lewiston	Regional	Online
LCSC	Early Childhood Special Education	13.1015		minor only	Education	Lewiston	Regional	classroom/online
BSU	Counseling	13.1101	M.A.		Education/ Counseling	Boise	Regional	Traditional
UI	Rehabilitation Counseling and Human Services	13.1101	M.Ed.; M.S.		ED	Boise, Coeur d'Alene	Regional	Online, Hybrid, Face-to-Face
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	School Counseling	13.1101	M.Ed.		ED	Moscow, Couer d'Alene	Regional	Hybrid; combination
ISU	Student Affairs and College Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult Basic Education/GED Instructor	13.1201	Certificate		ED	Boise and Moscow	Regional	Online, Hybrid, Face-to-Face
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.; Ed.S.AO.L.L.		ED	Boise and Moscow	Regional	Online, Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Education	13.1202	A.S.	Elementary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Education, Elementary	13.1202	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Education, General (Elementary Ed.)	13.1202	M Ed Emp.		Education	CSI Campus		
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CWI	Education-Elementary	13.1202	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional/Hybrid
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid
LCSC	Elementary Education	13.1202	BA, BS		Education	LEW/CDA	Regional	classroom/online
UI	Elementary Education	13.1202	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
CSI	Education, General (Secondary Education)	13.1205	M Ed Emp.		Education	CSI Campus		
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Education, Secondary	13.1205	AA	Agriculture, Anthropology, Art, Biology, Business, Chemistry, Communication, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Music, Physical Education, Physical Science, Political Science, Psychology, Social Science, Sociology, Spanish, and Theater concentrations available	Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CSI	Education, Special	13.1205	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Education-Secondary	13.1205	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
ISU	Human Exceptionality	13.1205	Teaching Certification	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Human Exceptionality	13.1205	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Human Exceptionality	13.1205	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
CSI	Secondary Education	13.1205	BA, BS			CSI Campus		
ISU	Secondary Education	13.1205	BA, BS	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/ Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	CSI Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	ISU Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/ Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
ISU	Early Childhood Care and Education	13.1210	TC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Early Childhood Development	13.1210	AAS, ATC, Cert		BTS	Lewiston	Regional	classroom/online
LCSC	Early Childhood Development	13.1210	BAS		BTS	Lewiston	Regional	classroom/online
ISU	Early Childhood Education	13.1210	BA	Emphases	Education	ISU Campus	Regional	Hybrid
BSU	Early Childhood Studies	13.1210	B.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early Childhood Studies	13.1210	M.Ed., M.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
CWI	Education-Early Childhood	13.1210	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS	Moscow	Statewide	face-to-face
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Art Education	13.1302	M.A.	K-12 or 6-12	Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Art Education	13.1302	B.S.Art.Ed.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art	Boise	Regional	Traditional
NIC	Business Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	English Teaching	13.1305	B.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Literacy	13.1305		minor only	Education	Lewiston	Regional	classroom
LCSC	Middle School English Language Arts	13.1305		minor only	Humanities	Lewiston	Regional	classroom
LCSC	Secondary Education: English	13.1305	BA		Humanities	Lewiston	Regional	classroom
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French, German, Spanish	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	Health Education	13.1307	MHE	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BA, BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
UI	Industrial Technology	13.1309	B.S.Tech.		ENGR	Idaho Falls	Regional	Traditional
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
UI	Technical Workforce Training	13.1309	Certificate		ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics Teaching Endorsement Minor	13.1311	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics, Secondary Education	13.1311	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
LCSC	Middle School Mathematics	13.1311		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Mathematics	13.1311	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Music Education	13.1312	BM	Emphases: Performance, Music Education	Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	MM	Emphases: Performance, Music Education	Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music Education: Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal- Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Pedagogy	13.1312	MM		Arts & Sciences/ Music	Boise	Regional	Traditional
LCSC	Coaching	13.1314		minor only	Education	Lewiston	Regional	classroom
UI	Coaching	13.1314		Minor	ED	Moscow	Regional	Face-to-Face
CWI	Education-Physical	13.1314	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Health	13.1314		minor only	Education	Lewiston	Regional	classroom/online
CSI	Health Education	13.1314	MHE		Division of Health Sciences	CSI Campus		
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
NIC	Physical Education	13.1314	A.A.S.	N/A	Physical Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	B.S.Ed.; M.Ed		EDU	Moscow	Regional	traditional
CSI	Physical Education - Athletic Training	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Exercise Science	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Outdoor Recreation	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education K-12	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Physical Education Pedagogy	13.1314	M.K., M.S.		Education/ Kinesiology	Boise	Regional	Traditional
CSI	Physical Education/Athletic Administration	13.1314	MPE		Education	CSI Campus		
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
BSU	Literacy	13.1315	M.A.		Education/ Literacy	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy	Treasure Valley	Regional	Weekend only
LCSC	Secondary Education: Earth Science	13.1316	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	STEM Education	13.1316	M.S.		Education	Boise	Regional	Traditional
BSU	Economics, Social Studies, Sec Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Soc Sci & Public Affairs/Political Science	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS		Social Science	Lewiston	Regional	classroom
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology, Social Studies, Sec Ed	13.1317	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1)Business & Marketing Education; 2) Occupational Education; 3) Engineering & Technology Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology, Secondary Education	13.1322	B.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry, Secondary Education	13.1323	B.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics, Secondary Education	13.1329	B.S.		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Earth Science Education	13.1337	B.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Earth Science Teaching Endorsement Minor	13.1337	Minor		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
UI	Environmental Education	13.1338	Graduate Certificate		CNR	McCall, ID	Regional	Traditional
UI	Teaching English as a Second Language	13.1401	M.A.	Minor	CLASS	Moscow	Regional	traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Paraprofessional Education	13.1501	AA		Education	Lewiston	Regional	classroom
CSI	Ed Assistant, Generalist	13.1599	AAS, TC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
UI	Manufacturing Engineering Minor	14.0101		Minor	ENGR	Moscow	Regional	Traditional
CSI	Engineering, Agriculture	14.0301	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Biomedical Engineering	14.0501	Minor		Engineering/ Biomedical & Mechanical Engr.	Boise	Regional	Traditional
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR	Moscow	Regional	traditional & video conf
NIC	Engineering	14.0701	A.S.	Chemical	Engineering	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Engineering, Chemical	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Civil Engineering	14.0801	B.S.C.E.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	Minor		Engineering/ Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Civil Engineering	14.0801	A.S.	Civil	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr. Ph.D.		ENGR	Moscow	Regional	on-campus
CSI	Engineering, Civil	14.0801	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Structural Engineering	14.0801	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Applied Geotechnics	14.0802	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Hydrology	14.0805	M.S.		COS	Moscow, Idaho Falls	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Water Resources	14.0805	M.S.; Ph.D.	Program Options: Water Resources Engineering & Science Option; Water Resources Science & Management; Water Resource Law, Management & Policy	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid
UI	Water Resources Engineering	14.0805	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
BSU	Computer Engineering	14.0901	M.Engr., M.S.		Engineering/ Electrical Engineering	Boise	Regional	Traditional
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR	Moscow	Regional	on-campus
CSI	Engineering, Computer	14.0901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Mechanical Engineering	14.0901	B.S.M.E.		Engineering/ Biomedical Mechanical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Biomedical Mechanical Engineering	Boise	Regional	Traditional
UI	Communication and Control for Power Transmission and Distribution	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.E.E.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	M.Engr., M.S.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	Minor		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow	Regional	on-campus
UI	Electrical Machines and Drives	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
UI	Power System Protection and Relaying	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Environmental Engineering	14.1401	M.S.; M.Engr		ENGR	Moscow, Idaho Falls	Regional	on-campus and outreach
UI	Advanced Materials Technology	14.1801	Certificate		ENGR	Moscow	Regional	on-campus and outreach
BSU	Materials Science & Engineering	14.1801	B.S.M.S.E		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering	Boise	Regional	Traditional
CSI	Engineering, Electrical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Engineering, Mechanical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.	Minor	ENGR	Moscow	Regional	Face-to-face
UI	Metallurgical Engineering	14.2001	M.S.	Minor	ENGR	Moscow	Regional	Traditional
UI	Metallurgy	14.2001	M.S.		ENGR	Moscow	Regional	on-campus and outreach
UI	Nuclear Criticality Safety	14.2301	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach; compressed video
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR	Idaho Falls/Moscow	Regional	on-campus and online
ISU	Nuclear Science and Engineering	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Nuclear Science and Engineering/(Co-op)	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering/(Co-op)	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
UI	Geological Engineering Minor	14.3901	M.S.	Minor	ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Biological and Agricultural Engineering	14.4501	B.S.B.A.E.; M.S.; M.Engr.; Ph.D.	Options: 1) Agricultural Engineering; 2) Biological Systems Engineering; 3) Environmental Engineering; 4) Bioenergy Engineering; 5) Eco-Hydrological Engineering	ENGR	Moscow, Boise	Regional	Face to face/web
NIC	Engineering	14.9999	A.S.	Electrical	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Engineering Management	14.9999	M.Engr.		ENGR	Moscow, Boise, Idaho Falls	Regional	outreach, digital media and onlie
ISU	Civil Engineering Technology	15.0201	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
CWI	Electronics Technology	15.0303	AAS, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Laser/Electro-Optics Technology	15.0304	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
UI	Analog Integrated Circuit Design	15.0306	Certificate		ENGR	Moscow	Regional	on-campus and outreach
UI	Semiconductor Theory and Devices	15.0306	Certificate		ENGR	Moscow	Regional	on-campus and outreach
ISU	Energy Systems Instrumentation and Control Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and Automation Engineering Technology	15.0404	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	TC, PTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation Tech.: Industrial Controls	15.0404	ATC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Robotics and Communications Systems Engineering	15.0405	TC, ATC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Heating, Ventilation, Air Conditioning	15.0501	A.A.S.	N/A	Heating, Ventilation, Air Cond.	Coeur d'Alene	Region	A.A.S. not offered
UI	Heating, Ventilation, and Air Conditioning (HVAC) Systems	15.0501	Certificate		ENGR	Boise, Moscow, Outreach	Regional	on-campus and outreach, compressed video
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	TC	N/A	Technology	ISU Campus	Regional	Hybrid
EITC	Energy Systems Technology	15.0503	ESTEC.TC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Energy Systems Wind Engineering Technology	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Wind Energy Technology	15.0503	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Water Resource Mgmt	15.0506	TC, PC		Agriculture	CSI Campus	Regional	Traditional
CSI	Environmental Technology	15.0507	AAS, TC		Agriculture/Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Industrial Technology	15.0603	Tech. Certificate	N/A	Industrial Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Technology Management	15.0612	M.S.		ENGR	Moscow, Boise, Idaho Falls	Regional	Digital media / online
LCSC	Automated Manufacturing Technology	15.0613	AAS, ATC, Cert		TI (Technical & Industrial)	Lewiston	Regional	classroom
LCSC	Automated Manufacturing Technology	15.0613	BAS		TI (Technical & Industrial)	Lewiston	Regional	classroom
NIC	Manufacturing	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Region	Not Offered
CSI	Manufacturing Technology	15.0613	TC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
UI	Human Safety Performance	15.0703	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Engineering	15.0805	A.S.	Mechanical	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Geomatics Technology	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Computer Software Engineering Tech.	15.1204	AAS, TC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Engineering Technology	15.1301	Certificate		TI	Lewiston	Regional	classroom
ISU	Computer Aided Design Drafting Technology	15.1302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Drafting Technology	15.1302	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Drafting Technology	15.1302	AAS, ATC, TC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
LCSC	Engineering Technology Traditional	15.1303	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Traditional	15.1303	BAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil	15.1304	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil,	15.1304	BAS, BAT		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	BAS		TI	Lewiston	Regional	classroom
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Health Education	15.2207	BA, BS	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Health Education	15.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Statewide	Online
UI	Foreign Language	16.0101	B.A.	Options: 1) Business	CLASS	Moscow	Regional	traditional
CSI	Language, Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	Language-Foreign	16.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Chinese Studies	16.0301	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German	16.0501	Minor	Emphases: Cutral, Literary; Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	German	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	German	16.0501		Minor	CLASS	Moscow	Regional	traditional
NIC	Manufacturing	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Region	Not Offered
BSU	French	16.0901	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	French	16.0901	Minor	Emphases: Cultural, Literary; Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	French	16.0901	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	French	16.0901	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Spanish	16.0905	Minor	Emphases: Primary, Secondary, Bilingual Education or Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Spanish	16.0905		minor only	Humanities	Lewiston	Regional	classroom
UI	Spanish	16.0905	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
LCSC	Nez Perce Language	16.1001		minor only	Humanities	Lewiston	Regional	classroom
ISU	Shoshoni	16.1001	AA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Latin Language and Literature	16.1203	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	American Sign Language	16.1601	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
CWI	Language-Sign	16.1601	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
CSI	Language, American Sign Language	16.9999	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Family and Consumer Sciences	19.0101	M.S.		CALS	Moscow	Regional	Traditional, combination
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Options: 1) Coordinated Program in Dietetics; 2) Nutrition	CALS	Moscow, Coeur d'Alene (snr CPD students only)	Regional	Traditional, combination
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Options: 1) Child Development/Family Relations; 2) Family Life	CALS	Moscow	Regional	traditional/combo

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Early Childhood Development and Education	19.0701	B.S. Early Childhd. Dev. Ed.		CALS	Moscow		Traditional, combination
UI	Aging Studies	19.0702		Minor	CLASS	Moscow	Regional	traditional
BSU	Family Studies	19.0704	Minor		Soc Sci & Public Affairs	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.A.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Early Childhood Education	19.0708	AAS, ATC, TC, PTC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
CSI	Education, Early Childhood Education	19.0708	AA, AAS, TC, PTC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
UI	Clothing, Textiles and Design	19.0901	B.S.F.C.S.		CALS	Moscow	Regional	traditional, online
CSI	Psychology	20.1014	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Law (Pre)	22.0001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Pre-Law	22.0001		minor only	Business Technology & Service	Lewiston	Regional	classroom
CWI	Pre-Law	22.0001	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
UI	Law	22.0101	J.D.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Moscow, Boise	Statewide	Traditional with the use of some on-line and video conference capability
NIC	Pre-Law	22.0102	A.S.	N/A	Political Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Pre-Law	22.0102	A.A.	N/A	Political Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Paralegal	22.0103	A.A.S.	N/A	Paralegal	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
CWI	Legal Administrative Support	22.0301	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Legal Administrative Assistant	22.0301	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Legal Administrative Assistant	22.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Legal Office Technology	22.0301	Certificate		BTS	Lewiston	Regional	classroom
EITC	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Legal Assistant	22.0302	LGL.TC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Paralegal	22.0302	AAS		BTS	Lewiston	Regional	classroom
LCSC	Paralegal	22.0302	BAS		BTS	Lewiston	Regional	classroom
ISU	Paralegal Studies	22.0302	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	English	23.0101	B.A.	Emphases: Linguistics, Literature, Technical Communication, Writing	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: Literature, Rhetoric and Composition	Arts & Sciences/ English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	English	23.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	English	23.0101	BA	minor	Humanities	Lewiston	Regional	classroom
NIC	English	23.0101	A.S.	N/A	English	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	English	23.0101	B.A.; M.A.; M.A.T.	Emphasis: 1) Literature; 2) Creative Writing; 3) Professional ; 4) Teaching; Minor in English	CLASS	Moscow	Regional	traditional
BSU	English	23.0101	Minor		Arts & Sciences/ English	Boise	Regional	Traditional
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	English, Rhetoric and Composition	23.0401	M.A.		Arts & Science	Boise	Regional	Traditional
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Creative Writing	23.0501		minor only	Humanities	Lewiston	Regional	classroom
LCSC	English: Creative Writing	23.0501	BA	emphasis	Humanities	Lewiston	Regional	classroom
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A., Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS	Moscow	Regional	traditional
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Technology	24.0101	BAT		Technology	University Place	Regional	Face-to-Face
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Liberal Arts	24.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
LCSC	Liberal Arts	24.0101	AA	Humanities/Natural Science & Math/Social Sciences	HUM/NS/SS	Lewiston	Regional	classroom
LCSC	Applied Technology	24.0102	BAS		BTS	Lewiston	Regional	classroom
BSU	General Studies	24.0102	B.G.S.		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	General Studies	24.0102	A.S.	N/A	N/A	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Moscow	Regional	hybrid
LCSC	General Studies: Business	24.0102	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Social Science	LEW/CDA	Regional	classroom
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
BSU	Biology	26.0101	B.S.	Emphases: Botany, Ecology, Environmental Biology, Human Biology, Microbiology, Molecular and Cell Biology, Zoology.	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.	Project Option, Examination Option	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	Minor		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Biology	26.0101	AS	Health Care Emphasis, Natural Resources Emphasis	Math & Science	Nampa Southwest	Regional	Traditional
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS, MNS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Biology	26.0101	BA, BS	minor	Natural Sciences and Math	Lewiston	Regional	classroom/online
NIC	Biology	26.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.	Minor	COS	Moscow	Regional	Traditional
CSI	Biology - Health Care	26.0101	AS				Regional	Traditional with some portion avail online
CSI	Biology-Natural Resources	26.0101	AS				Regional	Traditional with some portion avail online
UI	Reproductive Biology	26.0101	Certificate		COS	Moscow	Regional	Traditional
ISU	Biochemistry	26.0202	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Biochemistry	26.0202	B.S.Biochem.	Minor	COS	Moscow	Regional	Traditional
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	M.S.; Ph.D.		COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS	Moscow	Regional	Traditional
BSU	Biomolecular Sciences	26.0210	PhD.		Engineering	Boise	Regional	Traditional
ISU	Botany	26.0301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Botany	26.0301	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Pre-Microbiology/Medical Tech	26.0501	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Microbiology	26.0502	B.S.Microbiol.	Minor	COS	Moscow	Regional	Traditional
ISU	Zoology	26.0701	BS	Biology, Botany, Ecology, Microbiology, Zoology minros	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Zoology	26.0701	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Entomology	26.0702	M.S.; Ph.D.	Minor	CALS	Moscow	Statewide	traditional/video link
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		University Wide Program-COS	Moscow	Regional	Traditional
ISU	Ecology	26.1301	BS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Natural Resources Ecology Option; Conservation Biology Options	CNR	Moscow	Statewide	Traditional
UI	Restoration Ecology	26.1307	Graduate Certificate		CNR	Moscow, Boise	Regional	Online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Neuroscience	26.1501	M.S.; Ph.D.		University Wide Program-ENG	Moscow	Regional	Traditional
LCSC	Natural Science	26.999		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
CWI	Math	27.0101	AS, AA	NA	Math & Science	Boise/Nampa Southwest	Regional	Traditional
BSU	Mathematics	27.0101	B.A., B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
LCSC	Mathematics	27.0101	BA, BS	minor	Naturals Sciences and Math	Lewiston	Regional	classroom
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Mathematics	27.0101	A.A.	N/A	Mathematics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.; M.S.; Ph.D.	Options: General; Applied-Actuarial Science and Finance; Applied-Computation; Applied-Operations Research; Applied-Scientific Modeling; Applied-Statistics; Minor in mathematics	COS	Moscow	Regional	Traditional
ISU	Mathematics for Secondary Teachers	27.0101	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Process & Performance Excellence	27.0501	Certificate		COS	Moscow	Regional	Traditional
UI	Statistical Sciences	27.0501	M.S.		COS	Moscow	Regional	Traditional Engineering Outreach Hybrid
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistics	27.0501	Graduate Certificate	Undergraduate Minor	COS	Moscow	Regional	Traditional Engineering Outreach Hybrid
UI	Aerospace Studies	28.0101		Minor	CLASS	Moscow	Regional	traditional
UI	Naval Science	28.0401		Minor	CLASS	Moscow	Regional	traditional
UI	Military Science	28.0503		Minor	CLASS	Moscow	Regional	traditional
BSU	Military Science	29.0101	Minor		Soc Sci & Public Affairs/ Military Science	Boise	Regional	Traditional
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	University Place	Regional	Hybrid
BSU	Gerontological Studies	30.1101	Graduate Certificate	Concentrations: Counseling, Health Sciences, Social, Health Promotion/Exercise Science	Education/ Counselor Education; Health Sciences/ Health Science Program; Social Sciences & Public Affairs/ Social Work	Boise	Regional	Traditional
BSU	Gerontology	30.1101	Minor		Health Sciences/ Health Science Program	Boise	Regional	Traditional
LCSC	Behavioral Science	30.1701	AA	minor	Social Science	Lewiston	Regional	classroom/online
ISU	International Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Diversity and Stratification	30.2301	Certificate		CLASS	Moscow	Regional	hybrid
BSU	Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
CSI	Bachelor of University Studies	30.9999	BUS			CSI Campus		
ISU	Bachelor of University Studies	30.9999	BUS	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BUS	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BUS	N/A		CSI Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.9999	MNS, MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.9999	MS	N/A	Graduate School	University Place	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Geoarchaeology	30.9999	B.A.		Arts & Sciences, Soc Sci & Pub Affairs/ Geosciences, Anthropology	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	LEW/CDA	Regional	classroom/online
NIC	Interdisciplinary Studies	30.9999	A.S.	N/A	Interdisciplinary Studies	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.	Minor	CLASS	Moscow/CDA	Regional	traditional
UI	Outdoor Recreation Leadership	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Sustainable Tourism and Leisure Enterprises	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Movement and Leisure Sciences	31.0301	M.S.		ED	Moscow	Regional	Face-to-Face
UI	Recreation	31.0301	B.S.Rec.		ED	Moscow	Regional	Face-to-Face
LCSC	Sport Administration	31.0504	BA, BS		Business/ Education	Lewiston	Regional	classroom/online
UI	Sports Science	31.0504		Minor	ED	Moscow	Regional	Face to Face
BSU	Exercise and Sports Studies	31.0505	M.S.	Emphases: behavioral, biophysical, and socio-historical studies	Education/ Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	B.S.	Emphases: Biomechanics, Exercise Physiology, Fitness Evaluation and Programming	Education/ Kinesiology	Boise	Regional	Traditional
UI	Exercise Science and Health	31.0505	B.S.P.E.		ED	Moscow	Regional	Face-to-Face
BSU	Kinesiology	31.0505	M.K.	Emphases: Behavioral Studies, Biophysical Studies, Socio-historical Studies	Education/ Kinesiology	Boise	Regional	Traditional
LCSC	Kinesiology	31.0505	BA, BS	minor/ Exercise Science/Sports Medicine	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Health Promotiona/Personal Training/Wellness Coaching	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Sport Administration/Coaching	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Youth Sports/Recreation	Education	Lewiston	Regional	classroom
CSI	Physical Education - Sport Management	31.0601	AA		Education/Physical Education		Regional	Traditional with some portion avail online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Region	
UI	Writing	36.0118		Minor	CLASS	Moscow	Regional	traditional
UI	Bioethics	38.0101		Minor	CLASS	Moscow	Regional	traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101	Minor		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.S.	N/A	Philosophy	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Philosophy	38.0101	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	hybrid
UI	Global Justice	38.0104	Certificate		CLASS	Moscow	Regional	hybrid/study abroad
UI	Professional Ethics	38.0104	Certificate		CLASS	Moscow	Regional	hybrid
UI	Religious Studies	38.0201		Minor	CLASS	Moscow	Regional	traditional
LCSC	Physical Science	40.0101		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Astronomy	40.0203	A.S.	N/A	Astronomy	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Chemistry	40.0401	Minor		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	B.S.	Emphases: ACS certified Biochemistry, Biochemistry, Business, Forensics, General, Geochemistry, Pre-Medical, Professional	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MNS, MS		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Chemistry	40.0501	BA, BS	Geochemistry Emphasis / minor	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics; Chemistry Minor	COS	Moscow	Regional	Lecture/lab
CWI	Chemistry	40.0501	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Earth Science	40.0601	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Earth Sciences	40.0601	M.E.Sci.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
UI	Geological Sciences	40.0601	B.S.	Options: 1) General Geology; 2) Hydrogeology; 3) Resource Exploration; 4) Environmental Geology; 5) Geological Education; 6) Structural Gology & Tectonics	COS	Moscow	Regional	Traditional
BSU	Geology	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MNS, MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Geology	40.0601	M.S; Ph.D.	Minor	COS	Moscow	Regional	Traditional
CWI	Geology	40.0601	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Geology/ Earth Science	40.0601		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Geosciences	40.0601	B.S.	Emphases: Geology, Hydrology	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	B.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Hydrologic Sciences	40.0605	M.S.		Engineering and Arts & Science/ Geosciences Civil Engineering	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	40.0699	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geographic Information Systems (GIS)	40.0699	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Geographic Information Analysis	40.0699	Minor		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Physics	40.0801	B.S.		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	BA, BS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	MNS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
NIC	Physics	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics; Minor in Physics	COS	Moscow	Regional	Live lecture/live video
CWI	Physics	40.0801	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics: Health Physics Emphasis	40.0801	MS Emph.	N/A	Science and Engineering	University Place	Statewide	Hybrid
EITC	Radiation Safety Technologies	41.0299	RDS.TC	N/A	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Addictions	42.0101		Minor	CLASS	Moscow/CDA	Regional	Hybrid
LCSC	Political Psychology	42.0101		minor only	Social Science	Lewiston	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Psychology	42.0101	B.S.		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
BSU	Psychology	42.0101	Minor		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
CWI	Psychology	42.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Psychology	42.0101	BA, BS	minor	Social Science	Lewiston	Regional	classroom
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Psychology	42.0101	A.A.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.	Minor	CLASS	Moscow	Regional	hybrid
ISU	Clinical Psychology	42.0201	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	School Psychology	42.1801	Ed S	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Criminal Justice	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	A.S.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CWI	Criminal Justice	43.0104	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional/Online
ISU	Criminal Justice	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Criminal Justice	43.0104	A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Criminal Justice	43.0104	A.A.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
LCSC	Justice Studies	43.0104	BA, BS	minor	Social Science	LEW/CDA	Regional	classroom
UI	Justice Studies	43.0104		Minor	CLASS	Moscow	Regional	traditional
LCSC	Forensic Science	43.0106		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Administration of Justice	43.0107	A.A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Law Enforcement	43.0107	AAS, TC, PC		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Law Enforcement	43.0107	TC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	Post-Secondary	P.O.S.T.	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	Tech. Certificate	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
ISU	Fire Service Administration (Fully Online)	43.0203	AS	N/A	Technology	ISU Campus	Regional	Online
ISU	Fire Service Administration (Fully Online)	43.0203	BS	N/A	Technology	ISU Campus	Regional	Online
CWI	Fire Service Tech	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Fire Service Technology	43.0203	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Fire Service Technology	43.0203	AAS		BTS	Lewiston	Regional	classroom
LCSC	Fire Service Technology	43.0203	BAS		BTS	Lewiston	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Module I Wildland Firefighter	43.0203	WF1.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module II Adv. Wildland Firefighter	43.0203	WF2.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	Module III Single Resource Boss	43.0203	WF3.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module IV strike Team/Task Force	43.0203	WF4.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Wildland Fire Management	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning and Management	43.0302	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
ISU	Emergency Management (Fully Online)	43.9999	AS, BS	N/A	Technology	ISU Campus	Regional	Online
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration, Environmental & Natural Resource Policy & Admin., State and Local Govt. Policy & Admin.	Soc Sci & Public Affairs/ Public Administration	Boise	Statewide	Traditional
ISU	Public Administration	44.0401	MPA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Public Administration	44.0401	M.P.A.		CLASS	Moscow	Regional	traditional
UI	Public Administration and Policy	44.0401		Minor	CLASS	Moscow	Regional	traditional
BSU	Public Policy and Administration	44.0401	Ph.D.		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Social Work	44.0701	B.A.		Soc Sci & Public Affairs/ School of Social Work	Boise, Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Soc Sci & Public Affairs/ School of Social Work	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Soc Sci & Public Affairs/ School of Social Work	Lewiston, Coeur d'Alene, Twin Falls	Statewide	Traditional
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Social Work	44.0701	BA, BS		Social Science	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Social Work	44.0701	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
BSU	-Refugee Services Adv. Macro Practice (Graduate Certificate), Refugee Services Clinical Practice, (Graduate Certificate), Foundations of Refugee Services (Certificate)	44.0799	Certificate, Graduate Certificate		School of Social Work/ Institute for Families and Communities	Boise	Regional	Traditional
LCSC	Global Perspectives	45.0101		minor only	Social Science	Lewiston	Regional	classroom
BSU	Social Science	45.0101	A.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Anthropology, History, Political Science, Sociology, minor	Social Science	Lewiston	Regional	classroom
CSI	Social Work	45.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Anthropology	45.0201	B.A.	Liberal Arts option	Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	Minor	Liberal Arts option	Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Anthropology	45.0201	A.S.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	traditional
CWI	Anthropology	45.0201	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Anthropology, Applied	45.0201	M.A.A.		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
UI	Archaeological Technician	45.0301	Certificate		CLASS	Moscow	Regional	traditional
BSU	Economics	45.0601	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	Minor		Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BA, BS	Economics minor, options	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
CWI	Economics	45.0601	AA	NA	Business & Economics	Nampa Southwest	Regional	Traditional
BSU	Economics, Quantitative Emphasis	45.0603	B.A.		Business	Boise	Regional	Traditional
UI	Climate Change	45.0701		Minor	COS	Moscow	Statewide	In person
LCSC	Geographic Information Science	45.0701		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
UI	Geographic Information Systems	45.0701	Certificate		COS	Moscow, CdA, Boise	Regional	In-person, CV, web
CSI	Geography	45.0701	AA		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS	Moscow	Regional	In-person
CWI	Geography	45.0701	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
LCSC	Engineering Technology GIS	45.0702	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology GIS	45.0702	BAS		TI	Lewiston	Regional	classroom
NIC	History	45.0801	A.S.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	History	45.0801	A.A.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Comparitive/International Politics	45.0901		Minor	CLASS	Moscow	Regional	traditional
UI	International Political Economy	45.0901		Minor	CLASS	Moscow	Regional	Face to face
UI	International Studies	45.0901	B.A.	Minor	CLASS	Moscow	Regional	hybrid/study abroad

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy, International Relations and Comparative Politics Emphasis, Public Law and Political Philosophy Minor	Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Political Science	45.1001	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Political Science	45.1001		minor only	Social Science	Lewiston	Regional	classroom
NIC	Political Science	45.1001	A.S.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Political Science	45.1001	A.A.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.	Minor	CLASS	Moscow	Regional	traditional
UI	American Government/Public Law	45.1002		Minor	CLASS	Moscow	Regional	traditional
BSU	Sociology	45.1101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Sociology	45.1101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Sociology	45.1101		minor only	Social Science	Lewiston	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Sociology	45.1101	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphasis: 1) Criminology; 2) Inequalities & Globalization; 3) General; Minor in Sociology	CLASS	Moscow	Regional	hybrid
NIC	Carpentry	46.0201	Tech. Certificate	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Carpentry Management Tech	46.0201	A.A.S.	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
LCSC	Electrical Apprenticeship	46.0302	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Electrical Apprenticeship	46.0302	BAS		TI/WFT	Lewiston	Regional	classroom
ISU	Electrical Technician	46.0302	TC*	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Apprenticeship	46.0303	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Building Construction Technology	46.0415	ATC, PTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Plumbing Apprenticeship	46.0503	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Plumbing Apprenticeship	46.0503	BAS		TI/WFT	Lewiston	Regional	classroom
CWI	Apprenticeship	47.0000	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Carpenter Apprentice	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Electrical Apprentice	47.0000	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Heating & Air Conditioning Apprentice (Missing from the list)	47.0000	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Instrument Mechanic Apprentice	47.0000	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Lineman Apprentice	47.0000	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Locksmith & Safe Repair Apprentice	47.0000	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Machinist Apprentice	47.0000	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Painter Apprentice	47.0000	APP.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Pipe Fitter Apprentice	47.0000	APF.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Plumbing Apprentice	47.0000	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	Welder	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Electronic Wireless/Telecom. Tech.	47.0103	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Industrial Electronics	47.0105	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Industrial Electronics	47.0105	BAS		TI	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	AAS, PTC, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	BAS		TI	Lewiston	Regional	classroom
NIC	Heating, Ventilation, Air Conditioning	47.0201	Tech. Certificate	N/A	Heating, Ventilation, Air Cond.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Industrial Mechanical Technology	47.0303	TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Maintenance Mechanic/Millwright	47.0303	Tech. Certificate	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Heavy Equipment Technician	47.0399	AAS, ATC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Auto Body	47.0603	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CSI	Auto Body Technology	47.0603	AAS, TC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Collision Repair	47.0603	PC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Refinishing	47.0603	PC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	TC, ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Collision Repair	47.0603	BAS		TI	Lewiston	Regional	classroom
NIC	Collision Repair Tech	47.0603	Tech. Certificate	N/A	Auto Collision Repair	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Auto Mechanics Technology	47.0604	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Auto Mechanics Technology	47.0604	BAS		TI	Lewiston	Regional	classroom
EITC	Automotive Automatic Transmission & Transaxle Specialist	47.0604	ATA.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Brake Specialist	47.0604	ATB.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Electronic Specialist	47.0604	ATL.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Performance Specialist	47.0604	ATE.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Repair Specialist	47.0604	ATR.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Heating & Air Conditioning Specialist	47.0604	ATH.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Power Trains, Suspension & Steering Specialist	47.0604	ATP.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Automotive Technology	47.0604	AAS		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CWI	Automotive Technology	47.0604	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
ISU	Automotive Technology	47.0604	AAS, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Automotive Technology	47.0604	Post-Secondary	Basic	Automotive Tech.	Coeur d'Alene	Region	Has not been offered in the past Not in catalog
NIC	Automotive Technology	47.0604	Tech. Certificate	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Automotive Technology	47.0604	AT.AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.TC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Maintenance and Light Repair	47.0604	PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
EITC	Diesel Engine Specialist	47.0605	DTS.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Fuel Injection Specialist	47.0605	DTF.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Brake Specialist	47.0605	DTB.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Dr Train Specialist	47.0605	DTD.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Electrical System	47.0605	DTE.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Diesel Technology	47.0605	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Diesel Technology	47.0605	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Diesel Technology	47.0605	BAS		TI	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	Post Secondary	N/A	Diesel Technology	Coeur d'Alene	Region	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	Tech. Certificate	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
EITC	Diesel Technology	47.0605	DT.AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Technology	47.0605	DT.ATC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Electrical Systems	47.0605	Post-Secondary	Basic	Diesel Technology	Coeur d'Alene	Region	Classes not offered but still left active by request. See Diesel Technology Post Secondary
CWI	Heavy Duty Truck Technician	47.0605	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Outdoor Power/Recreational Vehicle	47.0611	Tech. Certificate	N/A	Outdoor Power/Recreational	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Machine & CNC Technology	48.0501	Tech. Certificate	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine Technology	48.0501	Post-Secondary	N/A	Machining	Coeur d'Alene	Region	Not Offered
CWI	Machine Tool Technology	48.0501	AAS, ATC, TC, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Machining Technology	48.0501	AAS, ATC, PTC, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS, ATC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CWI	Mechanical Welding Technology	48.0508	ATC, TC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Welding	48.0508	TC, AAS, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Welding & Metals Fabrication	48.0508	AAS, ATC, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CSI	Welding Technology	48.0508	AAS, TC, CC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Welding Technology	48.0508	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Welding Technology	48.0508	BAS		TI	Lewiston	Regional	classroom
NIC	Welding Technology	48.0508	Post-Secondary	N/A	Welding	Coeur d'Alene	Region	Not Offered
NIC	Welding Technology	48.0508	Tech. Certificate	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	Adv. Tech. Cert.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	A.A.S.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.TC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Cabinetmaking/Woodworking	48.0703	AAS, TC, PTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
EITC	Professional Truck Driver Training	49.0205	PTD.PSTC	N/A	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Professional Truck Driving Training	49.0205	PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
UI	Asian Studies	50.0103		Minor	CLASS	Moscow	Regional	Traditional
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
UI	Dance	50.0301	B.S.Dan.	Minor	ED	Moscow	Regional	Face-to-Face
LCSC	Art	50.0402		minor only	Humanities	Lewiston	Regional	classroom
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Art	50.0402	A.S.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Art	50.0402	A.A.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Art	50.0402	A.S.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
CWI	Art-Commercial	50.0402	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Interior Design	50.0408	B.I.D.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
NIC	Graphic Design	50.0409	Academic Cert.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid
NIC	Graphic Design	50.0409	A.A.S.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid
BSU	Dance	50.0501	Minor		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
UI	Technical Theatre	50.0501		Minor	CLASS	Moscow	Regional	traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BS, BFA, BA	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Theatre	50.0501		minor only	Humanities	Lewiston	Regional	classroom
NIC	Theatre	50.0501	A.S.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CWI	Theatre	50.0501	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Theatre Arts	50.0501	B.A.	Options: Dance, Design, Directing, Dramatic Writing, Performance, and Stage Management	Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501	Minor		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.	Minor	CLASS	Moscow	Regional	traditional
UI	Musical Theatre	50.0509	B.F.A.		CLASS	Moscow	Regional	traditional
BSU	Cinema and Digital Media Studies	50.0602	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
NIC	Photography	50.0605	A.S.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Photography	50.0605	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.	Minor	CAA	Moscow	Regional	Face to Face (Traditional)
UI	Art	50.0701	M.F.A.; M.A.T.		CAA	Moscow	Regional	Face to Face (Traditional)
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
CWI	Art-General	50.0701	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701	B.F.A.	Emphases: Art Metals, Ceramics, Drawing and Painting, Interdisciplinary Art Studio, Photography, Printmaking, Sculpture	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701	Minor		Arts & Sciences/ Art	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Visual Arts	50.0701	MFA		Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Studio Art	50.0702	B.F.A.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703	Minor		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901	Minor		Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	
LCSC	Music	50.0901		minor only	Humanities	Lewiston	Regional	classroom
NIC	Music	50.0901	A.S.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	M.A.; M.Mus.	Minor	CLASS	Moscow	Regional	traditional
CWI	Music	50.0901	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Music Education	50.0901	BME	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Music: History and Literature	50.0902	B.A.; B.S.		CLASS	Moscow	Regional	traditional
BSU	Music, Performance	50.0903	BM		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music, Performance	50.0903	MM		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Applied Music	50.0903	B.A.; B.S.		CLASS	Moscow	Regional	traditional
UI	Music: Instrumental Performance	50.0903	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Composition	50.0904	BM		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music: Theory	50.0904	B.A.; B.S.		CLASS	Moscow	Regional	traditional
UI	Music: Vocal Performance	50.0908	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Business	50.1003	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.		CLASS	Moscow	Regional	traditional
ISU	Health Science	51.0000	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	51.0101	Post-Secondary	Supervision	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
CSI	Dental Assistant	51.0601	TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Dental Assisting	51.0601	AAS, TC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
EITC	Dental Assisting	51.0601	DTL, TC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dental Hygiene	51.0602	BS	N/A	Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS	N/A	Division of Health Sciences		Statewide	Online
ISU	Health Care Administration	51.0701	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Health Information Technology	51.0707	PTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Medical Office Transcriptionist Pre-Health Information Technology	51.0708	Tech. Certificate	Pre-Health Info	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Medical Transcription	51.0708	PTC	N/A	Technology	ISU Campus	Regional	Online
LCSC	Medical Transcription	51.0708	Certificate		BTS	Lewiston	Regional	classroom
NIC	Medical Transcriptionist	51.0708	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Medical Informatics	51.0709	AAS, PTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Medical Office Technology	51.0709	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Administrative Medical Assistant	51.0710	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS		BTS	Lewiston	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Medical Administrative Support	51.0710	TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
NIC	Medical Assistant	51.0710	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
NIC	Medical Assistant	51.0710	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
ISU	Historical Resources Management	51.0711	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Medical Receptionist	51.0712	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Medical Biller/Coder	51.0713	Certificate		BTS	Lewiston	Regional	classroom
CSI	Medical Assistant	51.0801	TC		Health Science & Human Services	CSI Campus	Regional	
LCSC	Medical Assistant	51.0801	AAS		BTS	Lewiston	Regional	classroom
LCSC	Medical Assistant	51.0801	BAS		BTS	Lewiston	Regional	classroom
EITC	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Medical Assisting	51.0801	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Pharmacy Technology	51.0805	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced On-line
ISU	Physical Therapist Assistant	51.0806	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Statewide	Traditional Interactive Video
CSI	Veterinary Technology/Assistant	51.0808	AAS		Agriculture/Veterinary Tec	CSI Campus	Regional	Traditional with some portion avail online
CWI	Physical Therapy Assistant	51.0809	AAS	NA	Health & Human Services	Boise Southwest	Regional	Traditional
NIC	Emergency Medical Services	51.0904	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional
CSI	Emergency Medical Technician	51.0904	TC, PTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Emergency Medical Technician - Basic	51.0904	PTC	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Paramedic	51.0904	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Paramedic	51.0904	ATC	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Paramedic	51.0904	AS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
LCSC	Paramedic	51.0904	AAS		BTS	Lewiston	Regional	classroom
LCSC	Paramedic	51.0904	BAS		BTS	Lewiston	Regional	classroom
CSI	Paramedics	51.0904	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Radiologic Science	51.0907	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
CSI	Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Technology	51.0909	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Surgical Technology	51.0909	AAS, TC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
EITC	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Medical Diangostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Medical Diangostic Imaging	51.0910	BA, BS	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Radiographic Science	51.0911	AS		Nursing and Health Sciences	Lewiston	Regional	classroom
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		ED	Moscow	Regional	Face-to-Face
ISU	Radiographic Science	51.0970	AAS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Radiographic Science	51.0970	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Technology	51.1005	B.S.		COS	Moscow	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Pre-Dental Studies	51.1101	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Pre-Medical Studies	51.1102	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Pre-Pharmacy	51.1103	AS	NA	Business & Economics	Nampa Southwest	Regional	Traditional
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Pre-Veterinary Studies	51.1104	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
UI	Medical Education	51.1201	Professional	1st Year M.D.	WWAMI	Moscow	Statewide	Traditional
BSU	Addiction Studies	51.1501	Minor		Health Sciences/ Health Science Program; Education/ Counselor Education	Boise	Regional	Traditional
BSU	Addiction Studies	51.1501	Graduate Certificate		Education/ Counselor Education; Health Sciences/ Health Science Program	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Addiction Studies	51.1502		minor only	Education	Lewiston	Regional	classroom/online
CSI	Human Services	51.1502	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marriage and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nursing	51.1601	Ph.D.	N/A	Division of Health Sciences	Statewide	Statewide	Online
EITC	Registered Nursing	51.1601	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Registered Nursing	51.1601	AS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Nursing, Practical	51.1613	TC		Health Science & Human Services	CSI Campus	Regional	
EITC	Practical Nursing	51.1613	PN.ATC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Division of Health Sciences	Statewide	Statewide	Hybrid
ISU	Physical Therapy	51.2001	DPT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
BSU	Environmental and Occupational Health	51.2202	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Health Education	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Division of Health Sciences	CSI Campus	Statewide	Online
BSU	Health Education and Promotion	51.2299	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
BSU	Health Science	51.2299	M.H.S.	Emphases: Environmental Health, Health Research, Health Policy, Health Promotion, Health Services Leadership	Health Sciences/ Administration	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AS		Health Science & Human Services	CSI Campus		
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Rehabilitation Counseling Category R Certificate	51.2310	Certificate		ED	Boise	Regional	Hybrid; combination
ISU	Dietetics	51.3101	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Massage Therapy	51.3501	AAS, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Nursing	51.3801	PM Cert	Options	Division of Health Sciences	ISU Campus	regional	Online
ISU	Nursing	51.3801	MS, PM Cert	Options	Division of Health Sciences	ISU-Meridian Ctr	regional	Online
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	University Place	Regional	Hybrid
NIC	Nursing	51.3801	A.S.	Registered	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
CWI	Nursing - Registered	51.3801	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	
CSI	Nursing (BSRN Completion)	51.3801	BS				Regional	
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	classroom

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Nursing, LPN to BSN	51.3801	BSN		Nursing and Health Sciences	Lewiston	Regional	classroom
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Nursing, RN to BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Technology	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
NIC	Nursing	51.3901	Tech. Certificate	Practical	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced Interactive Video
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
CSI	Health Promotion	51.9999	AA		Health & Physical Education	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Science Studies	51.9999	B.S.	Emphases: General Health, Science, Gerontology, Health Informatics and Information Management, Health Policy and Leadership, Prevention and Addiction Studies, Public Health	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Radiography	51.9999	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
NIC	Business Leadership	52.0101	Post-Secondary	General Business	Business Administration	Plummer	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Leadership	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0101	Post-Secondary	Foundation	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Quality	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	HR Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Med/Health Care	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	A.A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Twin Falls	Regional	Traditional
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
ISU	Bus. Admin. (Health Care Admin. Emph.)	52.0201	MBA Emph.	Emphases	Business	ISU Campus	Regional	Hybrid
BSU	Business	52.0201	Minor		Business & Economics	Boise	Regional	Traditional
UI	Business	52.0201		Minor	CBE	Moscow	Regional	Online
CWI	Business - General	52.0201	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional, Hybrid, Online
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (CIS Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Operations Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
BSU	Business Administration	52.0201	M.B.A.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Business	LEW/CDA	Regional	classroom/online
LCSC	Business Administration	52.0201	BA, BS	minor/ Accounting Emphasis	Business	LEW/CDA	Regional	classroom/online
NIC	Business Administration	52.0201	A.A.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
UI	Entrepreneurship	52.0201	Certificate		CBE	Moscow	Regional	Face to face
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201	Minor		Business & Economics/ Management	Boise	Regional	Traditional
CSI	General Business	52.0201	BBA, BA, BS		Business & Economics	BSU Campus		
UI	General Management	52.0201	M.B.A.		CBE	Coeur d'Alene	Regional	Face to face

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201	Minor		Business & Economics/ Management	Boise	Regional	Traditional
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Operations Management	52.0201	B.S.Bus.		CBE	Moscow	Regional	Face to face
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
LCSC	Supervision	52.0205	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Leadership	52.0213		minor only	Business	LEW/CDA	Regional	classroom/online
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Internal Audit Option	Business & Economics/ Accountancy	Boise	Regional	Traditional
CSI	Accountancy	52.0301	BBA, BA, BS		Business & Economics	BSU Campus		
ISU	Accountancy	52.0301						Face-to-Face
UI	Accountancy	52.0301	M.Acct.		CBE	Moscow	Regional	Face to face
BSU	Accountancy	52.0301	Minor		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
UI	Accounting	52.0301	B.S.Bus.	Minor	CBE	Moscow	Regional	Face to face
EITC	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Accounting/Bookkeeping	52.0301	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
EITC	Applied Accounting Clerk Technical Certificate	52.0301	AAC.TC	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Internal Auditing	52.0301	Minor		Business & Economics/ Accountancy	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Accounting Assistant	52.0302	Tech. Certificate	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	Adv. Tech. Cert.	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	A.A.S.	N/A	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
CWI	Applied Accounting	52.0302	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Bookkeeping	52.0302	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Bookkeeping	52.0302	BAS		BTS	Lewiston	Regional	classroom
CSI	Accountancy & Finance	52.0304	BA, BS, BBA		Business & Economics	BSU Campus		
BSU	Finance/Accountancy	52.0304	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Accountancy/Finance	52.0304	B.B.A.		Business & Economics/ Accountancy	Boise, Twin Falls	Regional	Traditional
LCSC	Administrative Assistant	52.0401	AAS, ATC		BTS (Business Technology & Service)	Lewiston	Regional	classroom
LCSC	Administrative Assistant	52.0401	BAS		BTS (Business Technology & Service)	Lewiston	Regional	classroom
CSI	Administrative Assistant Program	52.0401	AAS, TC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Administrative Support Technology	52.0401	AAS, ATC, TC, PTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
CSI	Business Management/Entrepren	52.0401	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
ISU	Business Technology	52.0401	PSTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Business, General	52.0401	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
EITC	Office Professional	52.0401	OFF.AAS	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Office Specialist	52.0401	OFS.TC	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Administrative Assistant	52.0402	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	Adv. Tech. Cert.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Electronic Med. Records IT Support	52.0404	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Internet
NIC	Electronic Medical Records	52.0404	Post-Secondary	Health Care	Computer App/Office Tech	Coeur d'Alene	Region	Internet Self-paced
NIC	Medical Administrative Assistant	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Billing Specialist	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Receptionist	52.0404	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Administrative Technology	52.0407	TC	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Business Leadership	52.0408	Post-Secondary	Comptr Apps	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Office Technology	52.0408	Certificate		BTS	Lewiston	Regional	classroom
NIC	Office Technology	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Computer Applications	52.0499	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	Tech. Certificate	N/A	Business Administration	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics	CBE	Moscow	Regional	Face to face
LCSC	Entrepreneurship	52.0701	AS		Business	Lewiston	Regional	classroom/online
BSU	Finance	52.0801	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Finance	52.0801	Minor		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Hospitality Management	52.0901	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	Hospitality Management	52.0901	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Hospitality Management	52.0901	BAS		BTS	Lewiston	Regional	classroom
CSI	Hospitality Management	52.0904	AAS, TC		Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Rooms Division Management	52.0904	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Food & Beverage Management	52.0905	Cert		BTS	Lewiston	Regional	classroom
NIC	Outdoor Leadership	52.0906	Tech. Certificate	N/A	Physical Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Resort/Recreation Management	52.0906	A.A.S.	N/A	Resort/Recreation Management	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Human Resource Development	52.1001	Certificate		ED	Moscow, Boise, Coeur d'Alene	Regional	On-line
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management; 2) Human Resources Management	CBE	Moscow	Regional	Face to face
CSI	Human Resource Training & Development	52.1005	BS		Technology	CSI Campus		
CSI	Human Resource Training & Development	52.1005	MTD		Technology	CSI Campus		
ISU	Human Resource Training & Development	52.1005	BS	Options	Technology	CSI Campus	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	MTD	Options	Technology	CSI Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Human Resource Training & Development	52.1005	MTD, BS	Options	Technology	ISU Campus	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	BS	Options	Technology	University Place	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	MTD	Options	Technology	University Place	Regional	Hybrid
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
BSU	Human Performance Technology	52.1099	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	Traditional
CWI	Business - International	52.1101	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional
BSU	International Business	52.1101	B.B.A.		Business & Economics/ International Business	Boise	Regional	Traditional
BSU	International Business	52.1101	Minor		Business & Economics/ International Business	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE	Moscow	Regional	Face to face
NIC	Computer Information Tech	52.1201	Adv. Tech. Cert.	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Information Systems	52.1201	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Management	52.1301	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	Management	52.1301	BA, BS	Radiography Emphasis	BUS/Nursing and Health Sciences	Lewiston	Regional	classroom/online
EITC	Business Technology	52.1401	BT.TC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Farm Business Management	52.1401	TC, AAS, PTC	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Marketing	52.1401	Minor		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
LCSC	Marketing	52.1401		minor only	Business	LEW/CDA	Regional	classroom/online
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management	CBE	Moscow	Regional	Face to face
EITC	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Marketing and Management	52.1401	MAM.ATC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Marketing and Management Technology	52.1401	AAS*	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Marketing Management Technology	52.1401	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Insurance	52.1701	BBA	N/A	Business	ISU Campus	Regional	Face-to-Face
LCSC	Retailing	52.1803	Certificate		BTS	Lewiston	Regional	classroom
BSU	Construction Management	52.2001	B.S.C.M.		Engineering/ Construction Mgmt	Boise	Regional	Traditional
BSU	Construction Management	52.2001	Minor		Engineering/ Construction Mgmt	Boise	Regional	Traditional
LCSC	Business Management	52.9999	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Business Management	52.9999	BAS		BTS	Lewiston	Regional	classroom
BSU	Leadership Studies	52.9999	Minor		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Applied Historical Research	54.0101	M.A.H.R.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.	Emphases: International History, Religious History, Western History, Women's History	Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	Minor		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	History	54.0101	BA		Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	History	54.0101		minor only	Social Science	Lewiston	Regional	classroom
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Minor	CLASS	Moscow	Regional	traditional
CWI	History	54.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Family Practice Residency	60.0218	PM Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Education-Physical K-12	13.1314	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
UI	University of Idaho Leadership	None	Certificate		ALL	Moscow		Traditional

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University of Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
English-- processed	B.A./ Emphasis	College of Letters, Arts, & Social Sciences	Moscow; North/ Couer d'Alene	Regional	Summer 2013	Traditional, on-line and hybrid	The program enables place-bound students in northern Idaho, especially (but not exclusively) English majors at North Idaho College, to complete a four-year B.A. degree in literature. It is not a new program, but rather an attempt to offer UI's existing English curriculum to a wider circle of potential students.	During the fall of 2012, the NIC English Department conducted a survey of students' interest in pursuing future English-oriented bachelor's degrees in Coeur d'Alene. We analyzed a sample of 400 surveys from among approximately 2300 students in English 101, 102, 175, and 200- level literature courses. 47% of those surveyed are "very" or "moderately" interested in a bachelor's degree in English, and 62% may be interested in using English courses to create an Interdisciplinary four-year degree. Jobs in this field in North Idaho and Kootenai County are predicted to grow by 20-30% by 2020.		\$19,040 reallocation recurring funds and tuition	\$19,040 reallocation recurring funds and tuition	\$26,880 tuition		
Integrated Design— processed 2012-13	M.S.	College of Art and Architecture	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Traditional classroom, on-line, hybrid.	M.S. of Integrated Design degree provides graduate level education in design thinking applied to multiple programs in the college. Content includes decision-making strategies, virtual communication technologies and preparation of graduates to apply design thinking to problem solving within and beyond the design disciplines, including business, engineering science and other fields. This integrated program will replace the MS Architecture.	Over the past 3-4 years, 10% of our VTD grads have inquired about a design focused master's degree. Graduates in Art & Design (especially those with emphasis on graphic and interactive design) and Interior Design have also expressed interest in an MS Integrated Design. CAA Advisory Council and Dean led employer focus groups in Seattle, Portland and Boise strongly indicated the need for an MS Design degree to facilitate our alumni in undergrad programs optimizing professional opportunities. Globally, Masters of Design degrees are being offered by noteworthy institutions indicating demand in a maturing field. Examples are: Parsons The New School for Design; RMJM Program for Research and Education in Integrated Design Practice – Harvard Graduate School of Design; and Masters of Design – College of Fine Art – Univ of New South Wales. Games are huge business nowadays and the technology behind them is impacting other industries more every day. This degree would prepare our students for expanded prospects. The serious games field is ripe for growth, particularly in the realm of education. Ambient Insight noted that the U.S. mobile edugame market reached \$122.9 million in 2010, and based on the combined five-year compound annual growth rate (CAGR) for content, services, and tools, revenues will reach \$263.3 million by 2015. Packaged	\$205,000 Appropriat ed New (recurring/ non-recurring)	\$280,000	\$295,000			

University of Idaho – Proposed Programs

								mobile edugames will account for 90.5% of all revenues by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Design Intelligence reports that MS Design students will contribute to the following industries by percent (annual rate of change) in the period 2010- 2020: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Market Impact for existing industries such as Entertainment and Edutainment (utilizing gaming technologies and theories to engage students in learning environments) is substantial. The industries/ disciplines informed by these graduates are diverse, ensuring the program is less susceptible to economic and employment trends. Additionally, as more people are engaging the use of the digital realm to explore, communicate and address needs, business opportunities are maturing and emerging to meet these requirements. The intent is to offer this degree program in both Moscow & Boise as demand is high and the facilities/faculty are available. We do not see any barriers to competitive entry into this market.						
Agricultural Science Communications and Leadership— processed 2012-13	B.S.	College of Agricultural and Life Sciences/ Agricultural Education and 4-H Youth Development	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Hybrid/ Combination	B.S. Ag.L.S. Agricultural education without leading to teacher certification. Agricultural Science, Communication, & Leadership is a very flexible major which offers students the unique opportunity to tailor their coursework to personal career goals. Graduates have a strong foundation in agricultural science, communications, business and economics, and leadership. Students may choose from several different technical agriculture areas and foreign language to emphasis in their curriculum plan.	Demand for this program will be from students who are "place-bound," in the Treasure Valley, likely 15-25 students per year maximum. Demand for graduates of this program is strong, as the agribusiness industry in the Treasure Valley is large and there are numerous employers who would employ these graduates (input supply companies - feed, seed, farm equipment, fertilizer, farm credit, etc.; food processing and distribution companies). Demand will likely start out slow, with a few students initially entering the program 2-5 first year or two, growing to double digit (10-18) in years 3-5, and likely maxing out at 25-28 students. Market capacity would likely be the numbers listed above for a general program of this nature - 25-28 students. We do not anticipate any barriers to entry into this market. This program is currently offered in Moscow and also in cooperation with CSI. The intent is to expand the offering to CWI.	No fiscal resources needed. Advisors are already in place for the CSI program and there is capacity to offer to CWI.					

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Professional-Technical & Technology Education – processed 2012-13	B.S.	College of Education/ Curriculum & Instruction	Coeur d'Alene/ Twin Falls (North/Sout heast)	Regional	Summer 2013	Traditional classroom, online, hybrid	The BS in Career and Technical Education (CTE) program delivers coursework for undergraduate and graduate degrees in Professional-Technical & Technology Education as well as for teacher certification. While the language Professional-Technical Education is used in Idaho, the UI uses the language Career and Technical Education since it is the terminology used nationally. There are four emphases within CTE at the UI: (1) Agricultural & Extension Education, housed in the College of Agricultural and Life Sciences, prepares agricultural educators for roles in k-12 schools, extension and industry; (2) Business & Marketing Education, housed in the College of Education, uses disciplinary content courses from the College of Business and Economics. It prepares business and marketing educators for k-12 schools as well as community and technical colleges; (3) Engineering & Technology Education, housed in the College of Education, prepares educators for middle/junior high schools and high schools; (4) Occupational Education, housed in the College of Education, prepares individuals with technical backgrounds to become teachers at the secondary or post-secondary levels.	Not a new program or a new degree. CSI and NIC have the laboratories and faculty with necessary skills. to provide some instruction. We are building a pipeline of teachers in this area of shortage. Programs in high schools have difficulty hiring highly qualified faculty. This program seeks to address the statewide shortage and is of critical importance to the professional technical fields. The professional technical education division within the State department of Education is very supportive of offering this program in a new and/or dual location. Students will complete their first 2 years on various campuses, including Moscow, and then transfer to one of the 2+2 locations. Consolidate the Moscow and the 2+2 models.		\$75,000 Funding by grant that pays 1 faculty FTE, NT track, 5k anticipated for overhead	\$75,000	\$75,000		
Natural Resource Conservation— processed 2012-13	B.S.	College of Natural Resources/ Conservation Social Sciences	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Traditional; on-line	BS; Graduates pursue careers as ecologists, educators, hydrologists, public land managers, soils scientists, environmental consultants, community foresters, lawyers, reporters or as naturalists. Graduates are prepared for a career with public or private conservation agencies and organizations, as a high school teacher, free-lance outdoor writer, an environmental policy analyst, or as an information specialist with a state or federal	Employment of conservation scientists and foresters is expected to increase by 5%between 2010 and 2020. Employment of environmental protection scientists and technicians is expected to grow by 24% from 2010 to 2020, faster than the average for all occupations (Occupational Outlook Handbook). Our research on peer institutions indicates strong enrollment growth in this area. No other institution offers this program. Agency and private sector demand for broadly trained conservation professionals is strong, as indicated by national surveys and our interviews of employers. Most	Conservation Social Sciences has administrative capacity to manage the program, which is already in place.					

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							conservation or natural resources department. Graduates learn a broad and integrated view of the root causes of contemporary problems in conservation and at the same time work with a rich set of theories and tools to find better solutions to these challenges.	growth from 2010 to 2020 for conservation scientists and foresters is expected to be in federally owned forest lands, particularly in the Western United States (Occupational Outlook Handbook). As evidenced by peers, we can expect approximately 150 majors. We expect this will take 3-4 years to reach. Market capacity is yet unmet, with job opportunities strong and growing. Increases in funding and new programs should create opportunities for foresters and range managers. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). We will need to shift our faculty resources from thinly enrolled areas to this area as enrollment grows. The intention is to offer the program in Moscow and Boise, commencing at the same time.						
Proposed offerings commencing 2014														
Virtual Technology and Design	Minor/ Cert	College of Art and Architecture	Moscow/ Boise (North/ Southwest)	Statewide	Summer 2014	Traditional classroom, online, hybrid	This minor will serve students in any degree program wishing to acquire proficiency and theoretical background in virtual animation, virtual worlds, serious gaming, and computer visualization. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences. This certificate serves people who are currently in the workforce who seek additional advanced theoretical, design, and technical skills in animation, virtual worlds, serious computer gaming, and computer visualization.	1) Increasing number of disciplines/ industries use visualizations. A VTD minor integrates technologies into all design disciplines, providing technical proficiency. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated. 3) Serious games in education is ripe for growth. Ambient Insight: Mobile edugame market revenues will reach \$263.3 million by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Students with this proficiency + design discipline will be more competitive. 4) Design Intelligence: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Additionally, business opportunities are maturing and emerging. The market capacity is growing. 5) We have identified no barriers to entry into this market.		\$75,000 reallocation recurring/non-recurring funds Professional fee	\$65,000 reallocation recurring/non-recurring funds	\$65,000 reallocation recurring/non-recurring funds		

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Proposed offerings commencing 2014														
Mining Engineering	Minor	College of Engineering/ Civil Engineering	Moscow (North)	Regional	Summer 2014	Traditional	A minor in Mining Engineering would provide students working in other fields the knowledge and skills to be successful in engineering matters in the mining industry	The Financial Post article indicates that: “94% of 2011 graduates from the mining engineering, metallurgy and materials, geological engineering, and geophysics programs at the Colorado School of Mines have jobs,” with 2012 graduates receiving multiple job offers. In May 2012, the Resource Investor newsletter indicated that “A shortage of skilled workers was the second biggest business risk for mining in 2011 (as it was in 2010) and is forecast to be the number two risk (resource nationalism/country risk is the number one risk) for miners again in 2012.” The U.S. Bureau of Labor Statistics (Occupational Outlook Handbook, 2012) reports that jobs for Mining and Geological Engineers are expected to grow at rate of 10% per year. A strong mining industry combined with a significant number of retirements of mining engineers points to a long-term demand for mining engineers. The U.S. Bureau of Labor Statistics (2012) projects that the 10% annual growth rate will continue through 2020.	\$50,000 Other non-recurring funds	\$15,000 Reallocation recurring funds \$80,000 Other recurring funds \$25,000 Other non-recurring funds	\$15,000 Reallocation recurring funds \$80,000 Other recurring funds \$25,000 Other non-recurring funds			

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Proposed offerings commencing 2014														
2nd Year LAW Juris Doctor Boise; 1st Year LAW Juris Doctor Boise to phase in Processed 2nd yr curriculum fall 2012.	J.D.	College of Law	Boise;Sout hwest	Statewide	Summer 2014; Summer 2017 or 2018	Traditional classroom with distance education connections between Moscow and Boise	JD degree 2nd year curriculum to be delivered in Boise with the existing 3rd year curriculum. 1st year curriculum to be delivered in Boise with the existing 3rd and 2nd (if approved), phased in.	<p>Surveys have shown that establishing a Boise campus, in addition to the Moscow campus, would: (a) Increase total applications. Currently the College of Law, lacking more than a third-year opportunity in Boise, has seen applications from Idaho residents fall from 202 (30% of the total applicant pool) in 2007 to 179 (27% of the pool) in 2011. (b) Increase the enrollment yield of applicants who are accepted. In a 2007 survey of applicants who were accepted by the College of Law but decided not to enroll, 79% of Idaho residents said enrollment would have been more likely, and 31% “much more likely,” if the College had programs in both Boise and Moscow.</p> <p>Although legal job market has softened nationwide, especially in very large firms, many Idaho graduates pursue careers in small- to medium-sized firms, where employment levels are holding steady or improving. At the College of Law, job placement has shown the effect of the “Great Recession” but is rebounding: (a) In the Class of 2009, 80.43% of graduates reported employment (65.22% full-time) within 9 months of graduation – a time period that includes taking, and receiving the results of, a state bar examination.</p> <p>Demand will be strong for public legal education that offers both rural and urban learning opportunities and is cost-competitive. In 2011-12, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from \$33,960 to \$39,210 per year; nonresident tuition at these schools ranged from \$25,245 to 41,050. In contrast, the University of Idaho College of Law in 2011-12 charged Idaho residents \$14,404 and \$26,560 to nonresidents.</p>						
Integrated Project Delivery Joint program with BSU	M.S.	College of Art and Architecture	Boise/ Southwest	State-wide	Summer 2014	Classroom, design studio, distance, professional internships	This will be a UI/BSU collaborative graduate program focusing on integrated project delivery, the process of multiple project participants working collaboratively on the design and construction of building projects and contractually sharing risk	There are only a few programs of this nature available in the US today. Industry trends clearly point toward the need for integrated approaches to design and construction. Rapid changes in the design and construction professions are leading toward collaborative, integrated design and delivery, requiring advanced		\$150,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$100,000	\$125,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$50,000	\$125,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$50,000		

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							and reward. This interdisciplinary program targets students and professionals who want to acquire or increase their knowledge, skills, and credentials in IPD. Students will develop expertise in the theory and practice of integrated project delivery through an integrated core, a series of electives, a required professional internship and thesis.	skills in leadership, management, Building Integrated Modeling (BIM), energy efficiency and integrated design for efficient time, money and long term building management. There is an emerging market for architecture graduates with IPD expertise. The content would not be available in existing stand-alone programs in construction management (BSU) or architecture (UI). The new program supports state and university efforts in STEM and social sciences. Because it is jointly offered by UI and BSU, state-wide resources are used efficiently in keeping with the directive from SBOE. see also BSU's program proposal.		recurring & non-recurring funds Professional fee	recurring & non-recurring funds Professional fee	recurring & non-recurring funds Professional fee		
Agroecology and Food Systems	B.S.	College of Agricultural and Life Sciences- Plant, Soil and Entomological Sciences	Moscow/Coeur d'Alene/Sandpoint; North	Statewide	Summer 2014	Face-to-face, hybrid	This program will focus on sustainable agriculture and the linkages between the production, transportation and marketing of food and human health. Experiential learning will be stressed. Graduates will be prepared to work in diverse roles with grower co-ops, conservation agencies, school districts, universities, non-profits and as business owners and farmers.	This program will serve the growing number of undergraduates interested in sustainable, small-acreage production and local/regional food systems. Currently in the western US similar programs are available at Washington State University, Montana State University, Colorado State, UC Davis and Evergreen. Enrollment goals for this new program are 5-10 students/year in the first 5 years although numbers may be greater. Enrollment in a similar degree at Montana State, for example, reached 100 students in the first 5 years of the program. There is growing need for professionals trained in this area. The sustainable agriculture job market in the five northern-most counties of Idaho alone is expected to grow 22.5% by 2020, compared to an expected average of 14% for the rest of the country (EMSI, 2013). Food insecurity is an important health and equity issue within Idaho and the region, and local/regional food systems are viewed as a way to address this growing issue.		\$9,000 reallocation recurring funds 1 new class will be req.	\$9,000 reallocation recurring funds 1 new class will be req.	\$9,000 reallocation recurring funds 1 new class will be req.		
Emerging Media and Design	Certificate	College of Art and Architecture	Moscow;North/Boise; Southwest/Coeur d'Alene;North	State-wide	Summer 2014	On-line; hybrid/combination	This certificate will serve students in any degree program wishing to explore innovative design of new technologies. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences.	1) Every discipline and industry relies on technological tools. The Emerging Media asks students to creatively imagine new applications of technology within their design disciplines. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated.		\$25,000 reallocation recurring \$40,000 non-recurring funds \$55,000 Other – Industry Recurring Professional fee	\$40,000 reallocation recurring \$25,000 non-recurring funds \$75,000 Other – Industry recurring	\$40,000 reallocation recurring funds \$75,000 Other – Industry recurring		

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								3) Serious games in education is ripe for growth. Ambient Insight: Mobile edugame market revenues will reach \$263.3 million by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Students with this proficiency + design discipline will be more competitive.						
Information Design and Visualization	Certificate	College of Art and Architecture	Moscow;North/Boise; Southwest/ Coeurd'Ale ne;North	State-wide	Summer 2014	Online	This certificate will serve students in any degree program wishing to acquire proficiency and theoretical background in information design and virtualization. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences.	1) Increasing number of disciplines/ industries require clear information design and visualization. The Certificate would provide fundamental technical proficiency. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated. 3) Design Intelligence: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Additionally, business opportunities are maturing and emerging. The market capacity is growing.		\$40,000 Reallocation non-recurring \$25,000 reallocation recurring funds \$55,000 Other – Industry Recurring Professional fee	\$25,000 reallocation non-recurring \$40,000 recurring funds \$75,000 Other – Industry recurring	\$40,000 reallocation recurring funds \$75,000 Other – Industry recurring		
Marketing	Minor	College of Business and Economics-Business	Moscow; North	Regional	Summer 2014	Traditional	Marketing focuses on processes that organizations use to identify and serve the needs and wants of consumers. It has the potential to enhance career prospects for students whose major incorporates dimensions of marketing. It is a critical component of successful entrepreneurship, so has the potential to increase entrepreneurial activity in Idaho.	The Idaho and U.S. Departments of Labor only collect workforce needs data for majors, not minors. As a result, deriving the ongoing workforce needs for a minor is difficult. The rationale for offering a marketing minor at the University of Idaho, however, is to provide an academic program area that can be used to complement allied degrees (i.e., majors) already being granted by the institution, ultimately providing a differentiating body of knowledge that graduates can utilize to be more competitive when pursuing employment opportunities in the workforce. It is expected that as the business landscape becomes increasingly competitive and global that increased business acumen provided by a minor in marketing will present a distinct advantage for graduates of such allied programs as agricultural economics, communications, food science, forest products, and textiles and design.	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.					
Golf Management	Option	College of Business and Economics-	Moscow; North	Regional	Summer 2014	Traditional	The MHR major with option in Golf Management includes all the course work for a Business	1) The current Marketing with PGA Golf Management program has 80 students, and by offering multiple major options with	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to					

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		Business					MHR degree (leadership, HR management, marketing, finance, economics, accounting, etc.) and also includes all PGA required course work (hospitality management, turf management, etc.) including PGA player eligibility requirements.	the PGA Program students will have the option to choose a major that is more suited to their personal interests and career aspirations. The addition of Management/Human Resource option will spread PGA Golf Management students across multiple majors and use resources more effectively. 2) Since inception in 2002 the Marketing with PGA Golf Management program has had 100% job placement within 3 months of graduation. In recent history we have not been able to meet employer demand for both internships and full time employment. SRI International's 2011 golf economy reported a \$1.8 billion growth in the golf facility operations economy from 2005 to 2011. A phone call to the Idaho Department of Labor indicated there are currently 76 golf professional positions and they project 93 by 2020.	deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.
Golf Management	Option	College of Business and Economics-Business	Moscow; North	Regional	Summer 2014	Traditional	The MHR major with option in Golf Management includes all the course work for a Business MHR degree (leadership, HR management, marketing, finance, economics, accounting, etc.) and also includes all PGA required course work (hospitality management, turf management, etc.) including PGA player eligibility requirements.	1) The current Marketing with PGA Golf Management program has 80 students, and by offering multiple major options with the PGA Program students will have the option to choose a major that is more suited to their personal interests and career aspirations. The addition of Operations Managment option will spread PGA Golf Management students across multiple majors and use resources more effectively. 2) Since inception in 2002 the Marketing with PGA Golf Management program has had 100% job placement within 3 months of graduation. In recent history we have not been able to meet employer demand for both internships and full time employment. SRI International's 2011 golf economy reported a \$1.8 billion growth in the golf facility operations economy from 2005 to 2011. A phone call to the Idaho Department of Labor indicated there are currently 76 golf professional positions and they project 93 by 2020.	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.
Ed.D.	Ed.D.	College of Education	Coeur d'Alene;North	Regional	Summer 2014	Traditional classroom, on-line, compressed video, hybrid	The Ed.D. prepares education leaders, (K-12, community college, etc.) whose career goals will likely include use of research but usually as it pertains to program evaluation and program and/or system improvement. The Ed.D. prepares graduates to perform research within their	Currently, Ed.D. students in North Idaho all register through the Moscow campus. Many students, however, work directly with faculty on our Coeur d'Alene campus. By adding the Coeur d'Alene campus as a location, we provide recognition of our highly qualified Coeur d'Alene faculty to serve as major professor and have the campus recognized as the location of the	Notes: The only additional cost associated with offering the program from the Coeur d'Alene campus is the addition of the site connection when appropriate because of the hybrid delivery platform that already exists.

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							profession and likely within the context of their work.	degree. Courses are already delivered on-line and/or hybrid and are shared across multiple locations. The degree is already offered and students can enter the degree via the Moscow or Boise campus. This change will allow us to accept students at the Coeur d'Alene campus and recognize the campus affiliation. There are no costs associated with this request.						
Ph.D. in Education	Ph.D.	College of Education	Coeur d'Alene:North	Regional	Summer 2014	Traditional classroom, online, compressed video, hybrid	The Ph.D. prepares researchers, primarily but not exclusively for positions in higher education. The degree is intended for those whose career goals include basic research. The Ph.D. prepares graduates to design and implement research that contributes to national and international conversations and generalizes to populations similar to those being studied.	Currently, Ph.D. students in North Idaho all register through the Moscow campus. Many students, however, work directly with faculty on our Coeur d'Alene campus. By adding the Coeur d'Alene campus as a location, we provide recognition of our highly qualified Coeur d'Alene faculty to serve as major professor and have the campus recognized as the location of the degree. Courses are already delivered on-line and/or hybrid and are shared across multiple locations. The degree is already offered and students can enter the degree via the Moscow or Boise campus. This change will allow us to accept students at the Coeur d'Alene campus and recognize the campus affiliation. There are no costs associated with this request.	Notes: The only additional cost associated with offering the program from the Coeur d'Alene campus is the addition of the site connection when appropriate because of the hybrid delivery platform that already exists.					
On-line teaching	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	On-line; hybrid/combination	Compliance for all teacher candidates of Idaho State Board of Education (IDAPA 08, Title 02, Chapter 02) All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above for Online teaching.	RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02) 0_ _01. Online-Teacher Endorsement (Pre-K-12). To be eligible for an Online-Teacher Endorsement Pre-K-12, a candidate must have satisfied the following requirements: a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study; b. Demonstrates proficiency in Idaho state Online Technology standards; c. Provides evidence of online experience or course time and demonstrates online learning proficiency; d. Has completed (Completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable experience as a teacher delivering curriculum online in grades Pre-K-12 within the past 3 years; e. Provides verification of completion of a state-approved program of at least (20) semester credit hours of study in online teaching and learning at an accredited college or university. This program shall		\$24,000 Other recurring grant funds	\$24,000 Other recurring grant funds	\$24,000 Other recurring grant funds		

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								include the competencies of the Idaho Standards for Online-Teachers.						
Outdoor Leadership	Graduate Certificate	College of Education-Movement Sciences	Moscow;North	Regional	Summer 2014	Hybrid/Combination	This certificate program will prepare educators to take both children and adults into outdoor learning experiences. Both appropriate pedagogy and safety considerations will be fully explored, with resulting skills ensuring safe and productive outdoor learning.	Using the out-of-doors as an educational laboratory is becoming common place. We regularly encounter educators who desire to gain the skills to lead outdoor excursions. They currently seek safety certifications with us. This graduate certificate is intended to acknowledge an already existing and growing need to recognize the skills needed to safely lead outdoor education and to certify those with the skills with a recognized acknowledgement of skills.		\$80,000 other recurring \$30,000 other non-recurring	\$80,000 other recurring \$30,000 other non-recurring	\$80,000 other recurring \$30,000 other non-recurring		
Heating, ventilation, air conditioning	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014		Heating, Ventilation, and Air Conditioning (HVAC) Systems is designed to provide engineers with a concentrated focus on HVAC. The Certificate consists of mechanical engineering and architecture graduate courses aimed at engineers who want to learn about more formal approaches to the design and implementation of heating and air-conditioning systems. Along with the course work, the Certificate includes a 1-credit project that will be arranged with the Certificate of Completion Coordinator. The focus will be on an applied industrial project. A total of 13 credits are required to obtain the certificate.	College of Engineering	Discontinue					
Advanced Materials Technology	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014	Traditional	courses to support advanced materials science study.	College of Engineering	Discontinue					
Semiconductor Theory and Devices	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014	Traditional	12 credits of post bachelor's degree coursework which provides an introduction to semiconductor theory and devices, as well as breadth courses in electronic circuit design	College of Engineering	Discontinue					
American Studies	B.A./B.S.	College of Letters, Arts and Social Sciences	Moscow;North	state-wide	summer 2014	traditional	B.S./B.A in American Studies gives students an understanding of U.S. history, society and cultures. Students may earn a B.S./ B.A. with a focus on literature, social science or history. Students frequently double major or minor in history, English, political science, journalism and mass media or Latin American or	N/A	Discontinue					

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							American Indian studies.							
Experimental Psychology	Ph.D.	College of Letters, Arts, & Social Sciences- Psychology & Communication Studies	Moscow;North/Couer d'Alene;North	Regional	Summer 2014	hybrid/combination	A Ph.D. doctoral program in Experimental Psychology with an emphasis in Human Factors (which involves applying psychological research and expertise to technological design to enhance the safety and productivity of working and living environments). The program will be offered in Couer d'Alene and Moscow with internship and dissertation work potentially done in Idaho Falls in collaboration with CAES.	1) Professionals with doctoral training in human factors lead research or design teams to ensure complex technological systems meet the needs of end-users, promote safety, increase efficiency and productivity. Our M.S. program in Human Factors can be readily expanded to provide doctoral training. 2) Within Idaho, M.S. Graduates in Human Factors are employed by Idaho National Laboratory, Center for Advanced Energy Studies, Hewlett-Packard and the Kohl Group among others who are also seeking employees with Human Factors doctorates. 3) The American Psychological Association and the Bureau of Labor Statistics data indicate that job opportunities for Psychology PhDs are excellent with a 22% increase expected between 2010 and 2020, and expect prospects should be best for those who have a doctoral degree in an applied specialty. 4) Human Factors specialists are vital to recruiting and retaining a highly qualified workforce. 5) There is no Human Factors doctoral program in Idaho.			\$100,000 reallocation recurring \$250,000 other funds	\$100,000 reallocation recurring \$250,000 other funds	\$100,000 reallocation recurring \$250,000 other funds	
Energy Systems Management	Undergraduate Certificate	College of Letters, Arts, & Social Sciences- Environmental Science	Moscow;North	Regional	Summer 2014	On-line; hybrid/combination	This Certificate provides 12 credits in energy related coursework to aid in career advancement. The Certificate will consist of 3 required courses: EnvS 483/583 Water and Energy Systems, EnvS 484 History of Energy, EnvS 485 Energy Efficiency and Conservation and one elective course approved by the EnvS Director.	We anticipate 5 students per year for the next three years will enter the program and complete it in the subsequent two years. The undergraduates earning the certificate will be full-time students and the certificate-seeking students will be part-time students. Students earning this Certificate will have the background to continue their studies in the field of energy systems. The Center for Advanced Energy Studies is a research and education partnership among the Idaho National Laboratory, University of Idaho, Idaho State University and Boise State University. This certificate will lead students to consider graduate education in the energy field, possibly at CAES. This is not a degree, rather it is a certificate earned to enhance one's undergraduate experience or provide a milestone on the way to graduate degree completion. Again, this certificate may be useful in encouraging students to do graduate research at CAES.	There is existing faculty and staff capacity for program admin and advising. No new expenses for delivery as these courses are already constructed and delivered online.					
Sustainability Science	Undergraduate	College of Letters, Arts,	Moscow;North	Regional	Summer 2014	On-line; hybrid/combi	This Certificate provides 12 credits in sustainability	This is not a degree, rather it is a certificate earned to enhance one's	There is existing faculty and staff capacity for program admin and advising. No new expenses for delivery as these courses are already constructed and delivered online.					

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	Certificate	& Social Sciences-Environmental Science				nation	coursework to show mastery of the material to aid in career advancement. The Certificate consists of 3 required courses: EnvS 436/536 Principles of Sustainability, EnvS 482 Pollution Prevention, EnvS 485 Energy Efficiency and Conservation, and one elective course approved by the EnvS Director.	undergraduate experience or provide a milestone on the way to graduate degree completion. The Environmental Science Program and its degrees are on the University of Idaho’s current program inventory. This Certificate is consistent with the current degree offerings and is based on current coursework. It simply allows students to complete a credential after 12 credits, either prior to completing an undergraduate degree or as a pathway to beginning graduate coursework.						
Fire Ecology & Management	B.S.	College of Natural Resources-Forest, Rangeland & Fire Sciences	Boise;Sout hwest	State-wide	Summer 2014	hybrid; on-line	<p>Graduates understand the causes and effects of wildland fire in forest and rangeland ecosystems. They can conduct fuels and vegetation inventories, and interpret both data and science literature to inform fire and fuels management decisions based on critical thinking, problem-solving, and communication skills developed in this program.</p> <p>BS; Graduates pursue careers as a fire management officers, wildland fire fighter, forestry or range technician, forest hydrologist, natural resources policy specialist, wildland fuels specialist, landscape and fire ecologist, and wildland fire extension specialists. Graduates work for local, state and federal land management agencies, nonprofit organizations, consulting and other businesses.</p>	<p>1) Employment of environmental protection scientists and technicians is expected to grow by 24 percent from 2010 to 2020, faster than the average for all occupations, and is expected to be in federally owned forest lands, particularly in the Western US (Occupational Outlook Handbook). No other UI institution offers this program. 2) Preventing and suppressing wildfires has become the primary concern for government agencies managing forests and rangelands. 3) First and still the only Wildland Fire program in the country. As wildland fire becomes increasingly prevalent across the western landscape, expertise in this area will be in even higher demand. 4) Market capacity is yet unmet, with job opportunities strong and growing. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). 5) Several course will be offered online, minimizing the residence time in Moscow.</p>	Given the intended transition to be able to continue offering the program traditionally from Moscow and on-line to service the SW region as well as the entire state, a letter with the details of the transition including minimal costs will be provided.					
Science Teaching	M.A.	College of Science	Moscow	Regional	Summer 2014	Hybrid (combination of video lecture and in-person lab content)	The Master of Arts in Science Teaching is designed primarily for in-service middle school and high school science teachers. Much of the coursework will be offered in a distance-available video format, supplemented by summer lab courses offered at centers around the state.	We anticipate that demand for a program like this will be high among high school teachers both in Idaho and (because the program will be available through distance education) nationwide. This degree program would offer an accessible option for these teachers to advance their background in the fields they teach while earning the Master’s degree. This has been the primary reason for the demand we’ve seen in our distance-available MAT degree in Mathematics (one of the models for our proposed program in Science). Additionally, qualified Math and Science teachers are in the shortest supply of any of the disciplines covered in secondary education. Idaho has over 100			\$25,000 reallocation recurring	\$25,000 reallocation recurring	\$25,000 reallocation recurring	
											\$9,000 reallocation recurring funds for course proctoring	\$16,000 reallocation recurring funds for course proctoring	\$24,000 reallocation recurring funds for course proctoring	
											\$24,000 external funding for course development	\$24,000 external funding for course development	\$24,000 external funding for course development	

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								independent school districts, and state standards require that each district have a staff of STEM teachers, so demand for teachers with strong content knowledge greatly exceeds supply.						
Operations Research (option within the Mathematics BS)	Option	College of Science - Mathematics	Moscow; North	Regional	Summer 2014	Traditional	We are considering discontinuation of this option within the Mathematics BS because of low enrollments, plus the fact that students with interests in a Business/Math hybrid curriculum are being better served by the Actuarial Science and Finance option of the Mathematics BS.	College of Science - Mathematics	Discontinue					
Mathematics Education	Ph.D.	College of Science Joint Program with College of Education-Mathematics	Moscow, Coeur d'Alene/North	Regional	Summer 2014	Traditional	The PhD in Mathematics Education Degree prepares students to pursue a career as a College Professor specializing in pre-service and in-service education of Mathematics teachers as well as the furthering of research in Mathematics Education.	The recent national emphasis on STEM education has created interest among graduate students in moving from pure mathematics to mathematics education. Over recent years there has been sufficient demand just among our current graduate students to successfully pilot this program. We anticipate demand to be greater than our expected capacity once the program is formally established and we begin actively recruiting students. Nationally, the number of PhD graduates in Mathematics Education is far short of the number of available positions in the field. Hiring in Mathematics Education (at the post-secondary level) is extremely competitive because of this.			\$20,000 reallocation recurring funds \$100,000 external funding for RA positions \$20,000 External funding for course development	\$20,000 reallocation recurring funds \$100,000 external funding for RA positions	\$20,000 reallocation recurring funds \$100,000 external funding for RA positions	
GIS Certificate	Graduate Certificate	College of Science-Geography	Moscow;North/Boise; Southwest/Coeur d'Alene;North	Regional	Summer 2014	Traditional, on-line and hybrid	Our existing GIS certificate (offered in both north and southwest regions) was designated "undergraduate" a couple of years ago when it became necessary to choose grad or undergrad designations. The undergraduate designation made more sense for Moscow students, but has diminished the usefulness for professional audiences in Coeur d'Alene and Boise. We seek to expand the certificate now to offer a graduate option as well. This graduate GIS certificate will have a focus distinct from existing programs by including basic principles of spatial science and applications in transportation, business, demographics and advanced topics in GIS. It will provide students with skills needed by employers in both	We have awarded approximately 6-12 GIS certificates each year since 2003, with increased demand in recent years. Placement in jobs depends in part on the accompanying degree program for individual students, but of students we have tracked in our own or interdisciplinary degree programs, placement in relevant employment in approximately 90%. The Idaho Dept of Labor estimates that growth in "information" related fields to be approximately 60% over the next 10 years. Our best estimate of market capacity at this time is approximately 30 students in the program at one time from all locations.	\$12,000 outreach course fees	\$12,000 outreach course fees	\$12,000 outreach course fees			

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							private and public sectors (eg., city and county planning offices, county assessors, transportation depts., and business location decision-making).							
Mathematical Biology	Option	College of Science-Mathematics	Moscow; North	Regional	Summer 2014	Traditional	Biomathematics, biostatistics, and bioinformatics are growing fields with huge employment potential. Students who wish to take advantage of these opportunities or wish to obtain graduate education in these interdisciplinary fields need to be appropriately cross trained. This new option within the Mathematics BS will provide this needed cross training. Required coursework will come primarily from Mathematics, Statistics, and Biology, but will also include Chemistry and Computer Science.	Careers in which cross training in mathematical sciences and biological sciences are required occur in the pharmaceutical Industry and health care sector, as well as in biomedical, genetics, and experimental biology research. Student interest in these careers is strong as indicated by applications to a current NSF-funded program at UI supporting five new students each year in a mathematical biology research experience. Student interest will grow with the job market, and BLS reports that jobs in the Bio-medical field that require cross-training in mathematics, statistics and biological sciences will increase by more than 10% per year for the next five years.	Note: this degree option requires no new courses to be taught, but rather makes use of existing courses in which there is currently unused capacity. Similarly, advising will be done by existing advising resources in the Mathematics Department. So, there are no costs directly associated with the addition of the degree option.					
Gifted and talented students	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	Traditional		College of Education						
Middle School Math	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	Traditional		College of Education						
Food Science, Dairy Food Manufacturing	Option	College of Agricultural and Life Sciences-School of Food Science	Moscow; North	Statewide	Summer 2015	Face-to-face, hybrid	The existing BS in Food Science will utilize several changes to customize it for students interested in Dairy Food Manufacturing. The Introductory course (FS 110) will be replaced with an Introduction to Dairy Food Science; the Current Dairy Processing course will be split into Dairy Processing I and Dairy Processing II courses; the program will require 2 internships within the dairy foods business; 9 credits of business courses will be required.	Idaho is ranked #3 in milk production and in cheese production in the United States. Dairy manufacturing is growing rapidly and is the largest manufacturing industry in the state. Dairy manufacturing companies have been asking for greater in-state support for their growing industry for over a decade. Idaho dairy companies are filling positions with university graduates from outside of Idaho, especially from Utah and South Dakota, but will preferentially hire from within the state if qualified graduates are available. The estimated number of students that will choose this option would be 10-12.			\$90,000 Reallocation recurring funds 1 asst. professor position	\$90,000 Reallocation recurring funds 1 asst. professor position	\$90,000 Reallocation recurring funds 1 asst. professor position	
Masters of Business Administration	M.B.A.	College of Business and Economics/Business	Moscow;North	Regional	Summer 2015	Traditional	M.B.A. is under consideration at this time	We are exploring the market potential and we will be developing a business model. Start date will depend on outcome of market demand.			Self-support			
China Executive MBA	M.B.A.	College of Business and Economics/B	Moscow;North/China;Intl	Regional	Summer 2015	Hybrid; combination	The doctorate is under consideration with partners in China at this time.	We are still exploring a program to be delivered in Beijing to a targetcohort of at least 30 students every 3 years. The			Self-support			

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		usiness					Conversations on the doctorate are over at this time. Next conversations will explore a regular M.B.A.	target audience for this self-funding program are Chinese working professionals and government officials. Budget is still under discussion; however, this executive program -- if developed and delivered -- has the potential to grow, and being self-funding also has the potential to genrate revenues.						
Outdoor Leadership	M.S.	College of Education-Department of Movement Sciences	Moscow and Coeur d'Alene : North Region. Students recruited nationwide as it will involve summer residencies .	Regional	Summer 2015	Hybrid/Combination summer residencies with fall/spring online via web/live video/recorded video using Blackboard analagous.	This Master's Degree will help teachers develop outdoor leadership/learning/safety skills and competencies to facilitate use of outdoor activities to enhance both leadership skills and U.S. core competency skills into K-12 curricula.	Program will take advantage of unique geographic/outdoor opportunities of Northern Idaho - Population will be both in-state, out-of-state, and possible international graduate students, primarily focussed on those in teaching or related profession desiring to enhance professional credentials and enhance skills/knowledge of methods of building outdoor activities and leadership experiences into development of curricula that enhances core competency skills and leadership/collaboration/communication skills, particularly of K-12 students. Primary target students will be professional educators who can spend 2 summer residencies on Moscow campus, and take 12credits online while working full-time during academic year.			Self-support TBD			
Adult & Organizational Learning	Graduate Emphasis	College of Education-Leadership & Counseling	Moscow;North/Boise;Southwest/Coeurd'Alene;North	Regional	Summer 2015	Online	Reestablish an emphasis within the degree to include Higher Education			TBD				
Industrial Technology	B.S.	College of Engineering	Coeur d'Alene;North	Regional	Summer 2015	Traditional	B.S. Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. They interface with engineers and designers.	1. The demand for qualified Industrial Technology majors is high and the degree provides students with broad-based education in technology related areas like manufacturing, quality control, network administration, materials, safety and systems integration. Approximately 60% of new jobs will require some sort of technology degree. 2. This is the only type of program available to students in the Idaho Falls area and serves employees of the Idaho National Lab. 3. We feel we can double the enrollment into the program with expansion into the Coeur 'd Alene area. The businesses in this area span multiple industries including aluminum casting, metal products for the semiconductor industry, carbon aircraft brakes and engines for the aerospace industry, pharmaceutical products and other devices for the medical industry, rugged wireless laptops and more. 4. We feel our enrollment can		\$35,000 Reallocation-recurring funds \$20,000 Other non-recurring funds	\$35,000 Reallocation recurring funds \$35,000 Other recurring funds \$50,000 Other non-recurring funds	\$35,000 Appropriated New-recurring funds \$35,000 Other recurring funds \$20,000 Other non-recurring funds		

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								be sustainable around 200 students. 5. The biggest barrier currently is funding for teaching laboratories.						
Software Engineering	Minor	College of Engineering-Computer Science	Moscow;North	Regional	Summer 2015	Traditional	A minor in Software Engineering would enable students to better design software programs to be better structured and efficient	1. Computing technologies have infused all areas of business and there is an increased demand for workers that have an ability to develop and modify software. It is not practical for many students to obtain a second degree in Computer Science but a minor will appeal to a broad base of majors. 2. Employment of software engineers is projected to grow 30% from 2010 to 2020, much faster than the average for all occupations. The main reason for the rapid growth is a large increase in the demand for computer software. 3. We anticipate this program would grow 10 percent per year. 4. The Bureau of Labor Statistics estimates over 600,000 new computing jobs will be created between 2010 and 2020, which is over 80% of the anticipated growth in STEM employment. 5. This minor provides the grounding in the basic essentials of software development needed for workplace success.		\$80,000 reallocation recurring funds \$20,000 other non-recurring	\$80,000 reallocation recurring funds \$50,000 other non-recurring	\$80,000 reallocation recurring funds		
American Indian Studies	B.A./B.S.	College of Letters, Arts, & Social Sciences-English	Moscow;North	Regional	Summer 2015	Online, hybrid/combinational, traditional classroom	B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	This degree would provide students with culturally appropriate education and skills necessary for numerous jobs with the tribes and with government agencies (including the Bureau of Indian Affairs), business ventures (including tribal casinos, golf courses, and health services), and educational institutions. There is workforce demand for individuals with expertise in the following skills in the context of cultural understanding and sensitivity: scientific training coupled in an understanding of complicated federal Indian policy and legal precedents; ability to develop inclusive curricula and culturally appropriate pedagogy; research, development and management skills for conservation efforts; and business expertise for tribal economic development, infrastructure, investment, prioritization.		\$1500,000 reallocation recurring funds \$50,000 other funds	\$1500,000 reallocation recurring funds \$50,000 other funds	\$1500,000 reallocation recurring funds \$50,000 other funds		
Contemporary Global Issues	Certificate	College of Letters, Arts, & Social Sciences-International Studies	Moscow;North	Regional	Summer 2015	Online	With the increased effort to provide viable educational alternatives through Distance and Extended Education programs comes an opportunity to provide ancillary training in the global context of any number of fields in which a student will compete. A certificate will	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. The CCGI would certainly benefit teachers looking to enhance their civics, global issues, geography, and other teaching specialties. As far as the workforce goes, this dovetails nicely with the efforts on behalf of the Idaho		\$50,000 Appropriated-new (recurring)	\$50,000	\$50,000		

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							directly augment resumes of workers across the state.	Departments of Commerce, Business, Agriculture, and Tourism, among others, to expand our state’s international footprint and competence. The certificate would enhance University of Idaho degrees in Business, Natural Resources, and Engineering.						
Fire Ecology & Management	M.S.	College of Natural Resources- Forest, Rangeland & Fire Sciences	Moscow; North/Boise;Southwest	State-wide	Summer 2015	Traditional; on-line	<p>Graduates understand the role of wildland fire in forest and rangeland ecosystems, and to analyze, interpret and synthesize scientific information. They use critical thinking skills to communicate clearly and work effectively with others to inform science and management issues related to wildland fire ecology and management.</p> <p>MS; Graduates take on scientific and leadership positions in local, state and federal land management agencies, nonprofit organizations, consulting and other businesses as fire management officers, wildland fire fighters, forestry or range technicians, natural resources policy specialists, wildland fuels specialists, landscape and fire ecologists, and wildland fire extension specialists.</p>	<p>1) Employment of environmental protection scientists and technicians is expected to grow by 24 percent from 2010 to 2020, faster than the average for all occupations, and is expected to be in federally owned forest lands, particularly in the Western US (Occupational Outlook Handbook). No other UI institution offers this program. 2) Preventing and suppressing wildfires has become the primary concern for government agencies managing forests and rangelands. 3) First and still the only Wildland Fire program in the country. As wildland fire becomes increasingly prevalent across the western landscape, expertise in this area will be in even higher demand. 4) Market capacity is yet unmet, with job opportunities strong and growing. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). 5) Several course will be offered online, minimizing the residence time in Moscow.</p>	Given the intended transition to be able to continue offering the program traditionally from Moscow and on-line to service the SW region as well as the entire state, a letter with the details of the transition including minimal costs will be provided.					
Statistics (option within the Mathematics BS)	Option	College of Science - Mathematics	Moscow; North	Regional	Summer 2015	Traditional	Discontinuation of the Statistics option in the Mathematics BS would coincide with the creation of a Statistics degree offered by the Department of Statistical Science. This would thus be part of a transfer of responsibility for that curriculum.	N/A		Discontinue				
Statistics	B.S.	College of Science - Statistical Science	Moscow; North	Regional	Summer 2015	Traditional	The field of Statistics addresses how to collect, analyze, and interpret information, typically in the form of numerical data. The Bachelor of Science degree in Statistics provides training in mathematical, computational, and communication skills to prepare students for careers as statistical analysts or for further graduate training.	Statisticians are in demand in many fields including government, health and medicine, business, environmental studies and in other sciences. Measuring workforce needs for a BS in Statistics is complicated by the fact that many jobs entitled 'Statistician' require MS degrees. However, there are many other occupations that require these skills with a bachelors degree, such as Market Research Analysts, Survey Researchers, and other data analysts. According to bls.gov, the job outlook for Market and Survey Research positions for 2010-2020 are 41% and 24% growth, respectively.			TBD			

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								With the pervasive use of data to inform decisions, job growth for other data analyst positions should be similarly strong.						
Geography	M.S.	College of Science-Geopraphy	Boise;Sout hwest	Regional	Summer 2015	Traditional, on-line and hybrid	The M.S. in Geography has been offered in the northern region for 30 years and is proposed for offering in the southwest by tenure-track and adjunct faculty affiliated with the only Geography department in the state. Program coursework includes spatial analysis and modeling, geographic thought and specialty courses. (Thesis/non-thesis options).	UI is the only institution in the state offering degrees in Geography at any level (BS, MS and Ph.D). Applications to the MS program in Moscow began a surge in 2011 in part due to the high ranking of our Ph.D. program by the National Research Council in 2011 (20th in country and #1 among small depts). We expect demand in the SW region for a comprehensive MS Geog to be strong among those retraining in new careers and among working professionals in GIS. Our current MS graduates have a very high (approx. 95%) placement rate in relevant positions in private industry, local, state, tribal and federal agencies, INL and/or going on to Ph.D. programs at top programs in the country. The Idaho Dept of Labor estimates growth in "information" related fields to be approximately 60% over the next 10 years.			\$21,000 Distance/outr each fees – shared expenses w/existing GIS certificate	\$28,000 Distance/outr each fees – shared expenses w/existing GIS certificate	\$28,000 Distance/outr each fees – shared expenses w/existing GIS certificate	
Analytics Certificate	Graduate Certificate	Collge of Science - Statistical Science	Moscow; North	Regional	Summer 2015	Hybrid - traiditional and on-line	This certificate would provide a credential of expertise in the emerging field of analyttics, or modern applied data analysis. It would be useful to workers in health care or business jobs where handling large data sets is important. The curricular objective would be to develop this expertise without the more intense mathematical prerequisites of a pure statistics program.	North Idaho, the Coeur d'Alene area in particular, has a growing health care industry and a large student and worker population that would benefit from an available and accessible credential of expertise in analytics. We would market this certificate to the Couer d'Alene audience in particular utilizing coursework at the CDA center as well as possible online delivery of other coursework.			TBD			
Marriage and Family Therapy	M.S.	College of Agricultural and Life Sciences-Family and Consumer Sciences	Moscow; North	Statewide	Summer 2016	Hybrid/comb ination	MS FCS MFT students follow approved accredited coursework to prepare them to be Marriage and Family Therapists. Students will be marketable and able to do third party billing.	The need to work with families continues to increase in part due to increasing mental health issues. Students graduating from the FCS Family Life Option often want to pursue a MS in Marriage and Family Therapy. There are no MFT programs available in the states of Idaho and Montana; and the closest public universities with the MFT program are the University of Oregon and Utah State.				\$180,000 Reallocation Recurring funds	\$180,000 Reallocation Recurring funds	\$180,000 Reallocation Recurring funds
Master's of Science in Nutrition	M.S.	College of Agricultural and Life Sciences-School of Family and Consumer	Moscow, Coeur d'Alene, and Boise; North; Southwest	Regional	Summer 2016	Courses will be offered via hybrid, compressed video, face-to-face, and BbLearn	The Master's of Science in Nutrition will provide courses related to the science and behavior of nutrition, feeding, eating, and food preparation.	The field of nutrition is growing and in response to the increased health care needs, advanced degrees in nutrition support this need. The audience for the degrees would be those working in health related fields that need advanced degrees. Students would need to be				\$150,000 Reallocation Recurring funds	\$150,000 Reallocation Recurring funds	\$150,000 Reallocation Recurring funds

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		Sciences				format		located in one of the three locations listed above. The estimated number of students to enroll would be 5-10 students. The current academic or industry demand is demonstrated in a recent publication that stated the need for increased programs who offer use of new technologies for managing diet, the need for a higher number of dietitians due to the retirement of experienced registered dietitians, the changes in the health care payment that include registered dietitians and nutrition professionals, the increased health risks in the population to include the increased rate of overweight or obese. At the present time, there isn't an MS in nutrition offered in the Inland Northwest. Washington State University recently eliminated the graduate degrees.						
STEM Education	M.S.	College of Education	Idaho Falls;South east/Moscow;North	Regional	Summer 2016	Hybrid/Online	This MS in STEM Education has been identified by U of Idaho's Idaho Falls campus as a priority. We would work across departments to offer the new degree	STEM degrees are often conferred with little understanding of how knowledge in each of the disciplines impacts and informs the others. This degree is intended to address major problems that require multiple STEM disciplines for effective solutions.			TBD			
Kinesiology	Ph.D.	College of Education-Movement Sciences	Moscow;North	Regional	Summer 2016	Traditional	The Ph.D. in Education does not meet the needs of those pursuing the Ph.D. in Movement Sciences. This new degree will mirror standards across the country.				TBD			
Digital Media Skills	Certificate	College of Letters, Arts, & Social Sciences-Journalism & Mass Media	Moscow;North	Regional	Summer 2016	Online	Agencies and organizations have increased their use of online and social media. Editors and managers need editing and content management skills. Mid-career professionals in all areas of mass media will find this certificate helpful.	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. Members of the JAMM Advisory Board – who represent a cross-section of media professionals across the Northwest – have identified this field as a priority for continuing education for their organizations. Attendance at JAMM's first Oppenheimer Ethics Symposium in 2011 indicates high interest in the legal and ethical challenges posed by communicating in an online environment. The Occupational Outlook Handbook makes it clear that while traditional journalism jobs are experiencing a slight decline, the future is in digital media areas. The University of Idaho has almost 500 students majoring in the various areas of Journalism & Mass Media. This certificate offers an essential enhancement to the degree programs.			\$250,000 reallocation recurring funds	\$250,000 reallocation recurring funds	\$250,000 reallocation recurring funds	

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Jazz Studies	B.M.	College of Letters, Arts, & Social Sciences- Lionel Hampton School of Music	Moscow; North	Regional	Summer 2016	traditional classroom	A B.M.degree program focusing on instrumental jazz performance, arranging/composing and pedagogy, in preparation for careers as professional performers, composer/arrangers and educators.	A B.M.degree program focusing on instrumental jazz performance, arranging/composing, and pedagogy, that is offered in preparation for a career as a professional performer, composer/arranger and educator. Jazz has become increasingly “legitimized” in formal academia over the past fifty years. There are more than 120 colleges and universities in the US offering degrees in jazz studies. This uniquely American art form has become a major cultural export with post-secondary degree programs available in Europe, Canada, and Australia. Mainstream music educators no longer consider jazz a passing trend; jazz is affirmed as both a highly expressive style and an appropriate topic for serious study. Research has enhanced the historical, theoretical, and pedagogical knowledge of jazz. Historians, musicians, and educators consider jazz to be among America's most significant contributions to the world of music.						\$300,000 reallocation recurring funds	\$300,000 reallocation recurring funds Same for FY19
International Studies	M.A.I.S.	College of Letters, Arts, & Social Sciences- Martin School	Moscow; North	Regional	Summer 2016	traditional classroom	The M.A.I.S. is a professional degree designed to prepare people for careers in governmental, nongovernmental, and intergovernmental agencies in addition to think tanks and related organs. It is interdisciplinary in nature and draws on faculty and staff expertise in a variety of fields, the better to prepare people for the challenging and multifaceted IS job market.	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. The only two MAIS programs in the Mountain West/Pacific Northwest are at University of Denver (the Korbel School) and University of Washington (the Jackson School). They accept a small percentage of applicants each year, as do the big schools in the DC and NYC markets. There is unmet need for such programs, and the trend is upward for application to them. Additionally, they are typically populated by full fee paying students as most MAIS programs lack a need for traditional research or teaching internships. It is anticipated that we could enroll twenty students per year rather easily. No other institutions currently offer the program. Governor Otter's “Project 60” emphasizes growing global business. In order to do this, it is essential for Idahoans and others to have social, cultural, and language knowledge of the international setting.						\$350,000 reallocation recurring funds	\$350,000 reallocation recurring funds Same for FY19
Music Education	Ph.D.	College of Letters, Arts, & Social Sciences- Lionel Hampton School of	Moscow; North	Regional	Summer 2017	hybrid/combi nation	The Ph.D. Program is designed to meet the needs of an experienced music educator who wishes to pursue a terminal degree in music education. It is appropriate for those wishing to meet high professional	The success of the hybrid Master of Music in music education program as well as the continued interest in a terminal music education degree from those with MM music education degrees indicate significant need for this degree. It is appropriate for those wishing to meet high						\$150,000 Reallocation recurring funds	\$150,000 Reallocation recurring funds Same for FY19

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		Music					standards in secondary schools, those wishing to prepare themselves for college teaching, or those wishing to become lead administrators in education.	professional standards in secondary schools, those wishing to prepare themselves for college teaching, or those wishing to become lead administrators in education. There is significant capacity and demand for professional music educators with advanced degrees including the doctoral degree exists. Research on music education faculty positions in higher education (Sims et. al 2010), reveals 112 vacancies in a 1-year period (2007-08) revealing a doubling of positions available since 2003-2004. According to Archald (2011), online enrollment in degree-granting postsecondary institutions doubled in the time period between 2002-06 and have been effective in meeting the needs and interests of a diverse student body.						
Sociology	M.A./M.S.	College of Letters, Arts, & Social Sciences- Sociology & Anthropology	Moscow;North	Regional	Summer 2017	hybrid/combination	M.A/M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	The American Sociological Association found the MA the most common graduate degree in sociology with a third of programs offering applied, professional and clinical tracks. No graduate program in the state offers the opportunity to develop sociological research on significant, complex problems at the community level. The sociologists in CLASS engage in significant research, but the program lacks faculty and graduate student capacity to elevate research and fully support externally funded projects across the university that benefit from understanding social dimensions of a problem in an interdisciplinary manner. The program will cultivate skills and build capacity at the University of Idaho to develop research on the social dimensions involved in any significant, complex problem facing communities, the state, and the nation. Sociology job growth is faster than average because applicants possess specific analytical, methodological, data management and grant writing skills applicable to many employment fields.					\$200,000 reallocation recurring funds	\$200,000 reallocation recurring funds Same for FY 19
Anthropology	Ph.D.	College of Letters, Arts, & Social Sciences- Sociology & Anthropology	Moscow;North	Regional	Summer 2017	hybrid/combination, traditional classroom	The Ph.D. program offers a four-field background in anthropology and offers particular specialization in archaeology and applied, collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	With the expected expansion of federal funding for infrastructure, archaeologists are currently projecting that there will be considerable growth in the demand for contract archaeology work. UI has a competitive advantage in historical and Plateau archaeology with faculty specializing in historical archaeology and Plateau archaeology. The Ph.D. program						\$250,000 reallocation recurring funds Same for FY 19 & 20

University of Idaho – Proposed Programs

								will enhance opportunities for external funding both through research and contract archaeology. Idaho is the only state in the country that lacks a Ph.D. program in anthropology. Moreover, all of the nearby inland states have fairly large Ph.D. programs in anthropology (UMontana: 20 faculty; UWyoming: 16 faculty; UNR: 10 faculty; UUtah: 13 faculty). UI will enhance its status as a teaching/research institution and will be more competitive if it strengthens graduate programs in the social sciences, including with the first Ph.D. program in Anthropology within the state--further reinforcing UI's position as the flagship institution in the state of Idaho.						
1st Year LAW Juris Doctor curriculum Boise	J.D.	College of Law	Boise;Sout hwest	Statewide	Summer 2017 or 2018	Traditional classroom with distance education connections between Moscow and Boise	1st year curriculum to be delivered in Boise (phased in), with the existing 3rd and 2nd years.	College of Law					TBD	
Note: While the University of Idaho and Idaho State University both desired to add Doctor of Medicine to their Five-Year Plans, both campuses agreed to wait until the Board’s Medical Education Committee has made a recommendation.														

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Idaho State University – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013 – approved														
Spanish for Health Professions	BA	Art & Letters and Division of Health Sciences/Languages & Literatures	Southeast Region	Regional	2013-2014	Hybrid/combination	This cooperative, interdisciplinary major combines existing courses in the College of Arts and Letters and in the Division of Health Sciences to create a flexible, hybrid degree designed to increase graduate marketability and to better serve the health care needs of our state, region, and country.	Creation of this major in Spanish at the state's lead institution for health programs will increase the number of linguistically and culturally competent graduates in health care fields in the state. Health care professionals will need Spanish language competence to serve what is in some areas 40% of the population, of which 33% speak English not well or not at all. <i>Idaho Hot Jobs 2008-2018</i> lists Registered Nurses, Farm Ranch and Agricultural Managers, Pharmacists, and Sales Managers as jobs that will grow the fastest in Idaho. Each of these areas either employ or service the Hispanic/Latino Population. The Idaho Department of Labor has projected that health care will be Idaho's fastest growing, highest paying industry over the next decade. Yet, the Department of Labor also projects a lack of qualified personnel for those jobs, especially in rural areas. Culture and language are critical to how health care services are delivered and received, as they define the limits and effectiveness of the working relationship between the health care provider and the patient.	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds			
Spanish for Health Professions	Graduate Certificate	Arts & Letters and Division of Health Sciences/Languages & Literatures	Southeast Region	Regional	2013-2014	Hybrid/Combination	This 15-credit certificate combines existing courses in the College of Arts and Letters and in the Division of Health Sciences to create a flexible, hybrid program of study that will provide graduate students with the opportunity to establish basic proficiency in Spanish.	Creation of this graduate certificate at the state's lead institution for health programs will increase the number of linguistically and culturally competent graduates in health care fields in the state. Health care professionals will need Spanish language competence to serve what is in some areas 40% of the population, of which 33% speak English not well or not at all. <i>Idaho Hot Jobs 2008-2018</i> lists Registered Nurses, Farm Ranch and Agricultural Managers, Pharmacists, and Sales Managers as jobs that will grow the fastest in Idaho. Each of these areas either employ or service the Hispanic/Latino Population. The Idaho Department of Labor has projected that health care will be Idaho's fastest growing, highest paying industry over the next decade. Yet, the Department of Labor also projects a lack of qualified personnel for those jobs, especially in rural areas. Culture and language are critical to how health care services are delivered and received, as they define the limits and effectiveness of the working relationship between the health care provider and the patient.	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds			

Idaho State University – Proposed Programs

Proposed offerings commencing 2014													
Bioinformatics (Joint Program between BSU and ISU)	BS, MS	Arts & Sciences, Engineering; Biology, Mathematics, Chemistry, Physics, Computer Science.	Boise, Southwest/Po catello, Southeast	Regional	2014-2015	Traditional and Online	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.	Bioinformatics is a field that includes the tools and approaches to analyze vast quantities of biomedical data, including genomes, proteomes, images, health records, disease physiopathogy, and more. One major bottleneck to biomedical research is that new, high throughput technologies have produced more data than can be analyzed by the current bioinformatics workforce using existing tools. This problem will only get worse unless educational institutions can provide more and better-trained graduates. This field is consistently mentioned among career opportunities with the highest demand, job satisfaction and salary. Most of the emerging jobs are for well-trained bioinformaticians with a relevant B.S. or M.S. degree and meaningful experience. These jobs are at Pfizer, Monsanto, and hundreds of other biotechnology companies. However, most contemporary bioinformatics programs train young people for science careers, assuming they will be leading an academic or industry lab that requires Ph.D. level training, rather than technical careers that require B.S./M.S. level training required for most available jobs.		Budget to be determined			
Idaho State University Physician Assistant (PA) program -- approved	MPAS	Medical & Oral Health/ Physician Assistant Studies	Southwest	Regional	Fall 2014	Face to face and DL	ISU currently offers a Masters in Physician Assistant Studies at two sites using distant learning technology. The current sites are Meridian and Pocatello. This proposal is for the expansion of the existing Idaho State University Physician Assistant (PA) program to a new campus in Caldwell, ID at College of Idaho	The AAPA/PAEA Joint Task Force on the Future of the PA Workforce concluded that PAs can help 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 US healthcare system by 2020 are: the projected physician shortage - AAMC projects a shortage of 45,000 primary care physicians and 46,000 specialist physicians by 2020. Physician assistants with generalist education, commitment to team-based practice and relatively short training are ideally positioned to address the short term and long term needs of the nation; An aging population - the proportion of the population over age 65 will increase from 12% to nearly 20% by 2030. Three fourths of adults over age 65 suffer from at least one chronic medical condition, and 20% have five or more; Implementation of the Affordable Care Act (ACA) of 2010 - when ACA is fully implemented at least 32 million currently uninsured patients will have health care coverage. Other data supporting the expansion: A recent analysis of Supply and Demand study of physician assistants concluded the combined current					

Idaho State University – Proposed Programs

								production of PAs of Utah and Idaho will not likely meet the projected demand for the PA demands in Utah alone, much Idaho or the region. Idaho department of Labor trends are predicting a 41.6% growth of the profession from 2008 -2018. These predictions were written prior to the passing of the Affordable Care Act of 2010. Money Magazine 2010 ranks Physician Assistant as the number two for the best jobs in America. Of the top 50 jobs listed, it listed number three in the predicted ten year job growth, with a prediction of 39%. The student demand for the ISU PA Program has been consistently high. The applicant pool is robust, with approximately 500 applications for 60 seats.						
DNP - Family Nurse Practitioner— approved	DNP	Nursing		Statewide	2014	Online	The School of Nursing (SON) in the Division of Health Sciences (DHS) at Idaho State University is proposing a new online graduate nursing degree program: the Doctorate of Nursing Practice (DNP). 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 who offer practice doctorates including: Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD).	In October 2004, the American Association of Colleges of Nursing (AACN), the national accrediting body for baccalaureate and graduate degree nursing education, proposed that the current level of preparation necessary for advanced practice nursing (APN) move from the Master's degree to the doctorate degree by the year 2015. Advanced Practice Nurses (APN's), include the Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Certified Nurse-Midwife (CNM), and Certified Registered Nurse Anesthetist (CNRA). ISU currently offers the Family Nurse Practitioner (FNP) and Adult Health CNS options at the masters level. The publication of the Institute of Medicine, The Future of Nursing, Leading Change and Advancing Health (IOM, 2010) identifies nurse practitioners and other advance practice nurses as having a significant role in improving health care access, particularly in rural areas as a result of a shortage of primary care physicians. Today, NPs together with physicians and physician assistants provide most of the primary care in the United States (HRSA, 2008; Steinwald, 2008). While the numbers of NPs and physician assistants are steadily increasing, the numbers of medical students and residents entering primary care have declined in recent years (Naylor and Kurtzman, 2010). NPs make up slightly less than a quarter of the country's primary care professionals (Bodenheimer and Pham, 2010), and is a group that has grown in recent years and has the potential to grow further at a relatively rapid pace (IOM, 2010).						
Health Physics	BS	Science & Engineering/ Nuclear Engineering and Health Physics	Southeast Region	Regional	2014-2015	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected		Budget Neutral				

Idaho State University – Proposed Programs

							radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. BS degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to transition the degree to BS degree in Health Physics. The request is necessitated by organizational changes which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. ISU provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health Physicists.						
Health Physics	MS	Science & Engineering/ Nuclear Engineering and Health Physics	Southeast Region	Regional	2014-2015	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. MS degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to transition to the MS degree in Health Physics. The request is necessitated by organizational changes which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. Idaho State University provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health	Budget Neutral					

Idaho State University – Proposed Programs

								Physicists.						
Industrial Production Technology	AAS	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	This Associate of Applied Science degree program will fulfill a need for industrial production technicians and process operators. The program is requested by Enrichment Technologies Corporation to support construction of a uranium fuel enrichment facility in Idaho Falls, Idaho.	Enrollment projections over the next 5-8 years are estimated at 20 students annually. This program will be developed specifically to the needs of the uranium fuel enrichment field. Over 100 technicians will be hired by Enrichment Technologies Corp. in the next 5-8 years. A new cohort will begin every other year. Enrichment Technologies Corporation is the primary employer for graduates who will work in either the Urenco (Louisiana Energy Services) facility or the future Areva (Eagle Rock Enrichment) facility in Idaho Falls. Enrichment Technology Corporation anticipates that once the facilities are complete, the incumbents would be offered retraining during and after construction. There are, however, two outlets for employment (Hobbs, NM and Idaho Falls, ID). Given the background they will acquire over the duration of the project, graduates will likely remain in the area becoming resources to the INL, Areva and other high tech companies in the region.		\$42,964 The program will only be offered if grant dollars are secured.	\$18,150 grant-funded recurring	\$16,950 grant-funded recurring		
Proposed offerings commencing 2014														
Energy Systems Technology	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	The Technical Certificate in Energy Systems Technology allows students to obtain a transportable credential prior to fulfilling the requirements of the AAS degree in one of four Energy Systems Technology and Education Center programs. This program provides students with the knowledge and tools to work in an electronics based industry.	Energy Systems Technology is a growing field requiring specialized knowledge of electrical and electronic system component and function. The Center for Energy Workforce Development, in partnership with U.S. DOL, has developed an Energy Competency Model that defines basic competencies, industry fundamentals, industry technical competencies, and job specific competencies in eight separate tiers. Stackable credentials are viewed by industry as a key to developing pathways to careers in many professions. This certificate program makes up the first year of an A.A.S. energy systems degree and provides the basis for additional stackable credentials for employment in a variety of energy and manufacturing jobs. Graduates will seek jobs as electronics, technicians, field technicians, electrical installers, and electrical repairers. These jobs are expected to grow by five to 12 percent, depending on the field, through the year 2018. In addition to employment growth, the need to replace workers who transfer to other occupations or leave the labor force will result in some job openings.		Budget Neutral				

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Critical Infrastructure Security	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	The objective of the Critical Infrastructure Security program is to teach students to work in fields involving the protection of information and property from theft, corruption, or natural disaster, while allowing the information and property to remain accessible and productive to its intended users and to assure the security of vulnerable and interconnected infrastructures of the United States.	Protecting and ensuring the continuity of the critical infrastructure of the United States are essential to the nation's security, public health and safety, economic vitality, and way of life. The term "critical infrastructure" has the meaning given to that term in section 1016(e) of the USA Patriot Act of 2001 (42 U.S.C. 5195c(e)) defining critical infrastructure as those "systems and assets, whether physical or virtual so vital to the United States that the incapacity or destruction of such systems and assets would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters." The growing number of attacks on our computerized information and control networks has become a sober economic and national security threat to the nation. Critical infrastructure security technicians play an important role in countering these threats. This program is focused on educating students to work in security fields keeping civilian networks secure, and securing the cyberspace and critical infrastructure on which we all depend. Graduates will work across government and private sector networks to create a safe, secure, and resilient control environment, and promote infrastructure security knowledge and innovation.		\$314,900 Grant funded	\$269,900 Grant funded	\$244,698 Grant funded		
Materials Testing	PSTC	Technology/ Technical	Southeast Region	Regional	2014-2015	Traditional Classroom	The Material Testing Post-secondary Technical Certificate will provide students with the skills and knowledge to conduct field testing activities in a civil engineering related field. Students will perform testing and inspection tasks in a laboratory and in the field on various construction operations to ensure compliance with specifications.	The Advisory Committee for the Civil Engineering Technology program has suggested the need for more Materials Testing Technicians, but the majority of the Civil Engineering Technology graduates do not take jobs in Materials Testing. Offering a Post-Secondary Certificate in Materials Testing would satisfy regional industry need for qualified Materials Testing Technicians. Recipients of the proposed Post-Secondary Certificate would also obtain certification credentials from the Western Alliance for Quality Transportation Construction (WAQTC). A suitable match for Materials Testing Technician could not be found in the Bureau of Labor Statistics Occupational Outlook Handbook. The Advisory Committee for the Civil Engineering program, which consists of seven major employers of the program's graduates, has expressed the need for more qualified Materials Testing Technicians.		Budget Neutral				
Smart Grid	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	Smart Grid refers to a class of technology used to bring electricity delivery systems into the 21st century. These systems utilize two-way communication technology and computer processing employed in other industries.	Smart Grid generally uses computer-based remote control and automation. These systems are made possible by two-way communication technology and computer processing that has been used for decades in other industries. SmartGrid		\$188,600 Federal \$50,000 non-recurring	\$188,600 Federal \$20,000 non-recurring	\$188,600 Federal		

Idaho State University – Proposed Programs

							<p>This Technical Certificate program provides students with the knowledge and tools to work in industrial and utility settings.</p>	<p>forms the basis of the nation's future electrical power distribution, transmission and generation system. Currently no SmartGrid technical education is offered in Idaho PTE programs even though the Integrated Resource Plans of Idaho's inventory owned utilities that have been approved by IPUC are based on SmartGrid system demand response technology being installed and implemented on a statewide basis. The number of applications that can be used on the smart grid once the data communications technology is deployed is growing as fast as inventive companies can create and produce them. Benefits include enhanced cyber security, handling renewable sources of electricity and integrating electric vehicles onto the grid. In December 2007, Congress passed, and the President approved, Title XIII of the Energy Independence and Security Act of 2007 (EISA). EISA provided the legislative support for DOE's smart grid activities and reinforced its role in leading and coordinating national grid modernization efforts.</p>		federal	federal			
Proposed offerings commencing 2014														
Small Business Technology	PSTC	Technology/ Business Technology	Southeast Region	Regional	2014-2015	Online	<p>The Small Business Technology Post-secondary Technical Certificate will include instruction on small business opportunities, business plans, sources of financing, and small business management and marketing. The Associate of Applied Science will articulate any Idaho State Board Approved PTE certificate consisting of 27 credits or more, and will focus on creating a small business plan in collaboration with the technical skills gained through the articulated certificate.</p>	<p>Many students in the college have studied in their area of interest (i.e. welding, cosmetology, automotive repair, massage therapy) and wish to start their own business. This small business management training will provide the tools to help them be successful. Small businesses are the backbone of Idaho's economy. Enrollment projections are estimated at 15 to 20 students per semester over the next three years. The need for this certificate became apparent after the closing of a related program. The curriculum has been streamlined and the classes are more hands-on in nature, appealing to the larger group of students.</p>		Budget neutral				
Geriatrics Interprofessional	Certificate	Division of Health Sciences	Southeast Region	Regional	2014-2015	online	<p>This program is designed to prepare students for interprofessional collaborative practice with the focus on the older adult. It will be offered online to both undergraduate and graduate students. The curriculum includes 3 classes: Survey of Aging Issues, Interprofessional Management, and a culminating internship experience applying collaborative practice skills. The certificate supports ISU's mission to prepare competent health care professionals.</p>	<p>Health professionals with expertise in caring for the geriatric population are unique, “but a scarce resource who nevertheless play a critical role in shaping the care of older adults” (Mezey, Mitty, Burger, & McCallion, 2008, p.1724). Employers such as hospitals, long term care, hospice, as well as ambulatory care settings are seeking graduates with expertise in caring for the older adult. The demand for qualified health professionals with specific expertise in geriatrics will continue to increase to meet the needs of aging individuals (Older Americans, 2010). Students who complete the geriatric certificate program will be well</p>		Budget Neutral				

Idaho State University – Proposed Programs

								prepared to care for the aging population. Currently there are 3,325 students enrolled in health professions programs who would be potential candidates for the geriatric certificate program. Students can complete the certificate program concurrent with completion of the professional degree making the choice to enroll based on a desire to expand expertise in geriatrics. The proposed Interprofessional Geriatric Certificate supports ISU's mission to prepare competent health care professionals. The Interprofessional Geriatric Certificate program will increase the competencies of the health professional workforce for the provision of care to the older adult, a growing population in the state of Idaho and across the nation. Students enrolled in health professional programs at ISU can complete the certificate from any location as the didactic courses will be offered online using current technological approaches to teaching and learning. The certificate program will maximize much needed workforce skills for healthcare professionals, and increase marketability upon graduation. The senior care industry is steadily creating new jobs due the increase in the nation's population over the age of 65 years. The Department of Labor predicts a 30% increase for health care workers & one of the major contributing factors is the aging population. (www.healthcarejobs.org/). Education is the key to meeting the needs of this population.						
Dietetic Internship Expansion	Certificate	Kasiska School of Health Professions/ Dietetics	Southwest Region	Regional	2013-2014	Classroom	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The Dietetic Internship Program with eight seats in Pocatello and eight seats in Meridian will expand its offerings to the Twin Falls area by adding one seat in 2012-13 and two seats in 2013-1014. 2012-2013 is a trial year with expansion in 2013-2014 dependent upon outcomes. ISU's Dietetic Internship (DI) Program is to provide a supervised postgraduate practical experience that exceeds the performance requirements of the Commission on Accreditation for Dietetics Education (CADE), which prepares interns for successful completion of the registration exam and entry-level practice.	The dietetic profession has seen a decrease in the number of internship seats offered resulting in a nationwide decrease to approximately 50% placement of undergraduate applicants. The dietetic internship is a required supervised practice experience allowing eligibility for taking the national registration exam for Registered Dietitians at the completion. The Academy of Nutrition and Dietetics (formerly the American Dietetic Association) is strongly encouraging dietetic internship seat expansion if possible. ISU undergraduate placement for internship seats is between 50 & 75%. This increase will provide more opportunities for placement for our own students as well as provide needed seats nationally. This increase has been approved by the Accreditation Council for Education in Nutrition and Dietetics. The additional revenue from the intern (s) of \$1350.00 per semester in professional fees could potentially be used to hire one adjunct clinical faculty member to oversee the intern (s) in rotations in the Twin Falls		\$5,400 professional fees	\$5,400 professional fees	\$5,400 professional fees		

Idaho State University – Proposed Programs

								area and be paid hourly for approximately 30 hours for each semester. The intern (s) will be required to travel to Pocatello weekly for Monday seminar which is held on campus with a blend of traditional classroom and distance learning with the Meridian site. No additional workforce will be needed for this additional seat (s).						
MRI Emphasis	Certificate	Kasiska School of Health Professions/ Radiographic Science	Southeast Region	Regional	2014-2015	Online and Self Study	ARRT certified technologists will be provided an opportunity to obtain an advanced certificate in MRI from the ARRT. The certificate will be awarded from the Registry but the college will provide the gateway for postgraduates to obtain competency exams via the clinical affiliates associated with the Radiographic Science Program.	<p>There is an increased need for students to become multi-credentialed. This is a benefit to students as multi-credentialing may provide a better opportunity of securing employment when competing for jobs, especially in rural settings. The demand from employers has increased in the past few years, but the hardship is that employees need to leave the job to be trained. The target audience are graduates from ISU's program and ARRT registered technologists in the SE part of the state that are affiliated with a clinical site associated with ISU's program. This program would not encroach on BSU's program. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for a year to move to the Boise area or out of state. Adding these courses at ISU will benefit the student and keep the tuition dollars in Idaho. These additional courses could potentially draw another 3-4 students the first year and 5-10 students per year thereafter. Currently one-two post graduates per year pursue post graduate CT/MRI training out of the State of Idaho. A few ISU graduates are admitted into BSU's program, 1-2 per year average; lastly, 1-2 per year are admitted to Weber's program. ISU could potentially draw 7-8 students per year. From the Bureau of Labor Statistics: Employment of radiologic technologists (CT/MRI included) is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Projected growth rate is 10-15% in the SE part of the state. Employers are looking for employees who are multi-credentialed. The market capacity would be the number of hospitals or clinics in the State of Idaho that have CT/MRI machines that are operated by registered technologists. The requirement should be that all CT/MRI operators are qualified and registered, and that any patients requiring such an exam undergo testing by a registered CT/MRI technologist. This is currently not the case in the state of Idaho.</p>		\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring		
Proposed offerings commencing 2014														

Idaho State University – Proposed Programs

CT Emphasis	Certificate	Kasiska School of Health Professions/ Radiographic Science	Southeast Region	Regional	2014-2015	Online and Self Study	ARRT certified technologists will be provided an opportunity to obtain an advanced certificate in CT from the American Registry of Radiologic Technologists (ARRT). The certificate will be awarded from the Registry but the college will provide the gateway for postgraduates to obtain competency exams via the clinical affiliates associated with the Radiographic Science Program.	There is an increased need for students to become multi-credentialed. This is a benefit to students as multi-credentialing may provide a better opportunity of securing employment when competing for jobs, especially in rural settings. Currently Idaho residents to leave the area jobs for additional training that could be provided by ISU. Most individuals looking for this type of training are employed as technologists and cannot leave the area or job without quitting. The demand from employers has increased in the past few years. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for a year to move to the Boise area or out of state. These additional courses could potentially draw another 3-4 students the first year and 5-10 students per year thereafter. Currently 1-2 post graduates per year pursue post graduate CT/MRI training out of the State of Idaho. A few ISU graduates are admitted into BSU's program, 1-2 per year average; lastly, 1-2 per year are admitted to Weber's program. ISU could potentially draw 7-8 students per year. From the Bureau of Labor Statistics: Employment of radiologic technologists (CT/MRI included) is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Projected growth is 10-15% in the SE part of the state. The need for multimodality trained CT techs is on the rise. Nationally the trend for the profession is a movement toward digital imaging and CT. There is currently no training available in SE Idaho for this type of training. Weber State University and BSU are the closest sites available for advanced modality training.		\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring		
Language Certificate	Certificate	Arts & Letters/Languages & Literature	Southeast Region	Regional	2014-2015	Traditional classroom, online, hybrid/combination	The Language Certificate is designed to benefit students, who want to show their language proficiency. Potential candidates for certification are students in any field with prior language knowledge. Students will be required to take three upper level courses and pass a comprehensive language exam.	According to <i>The Council on Foreign Languages</i> the promotion of languages is essential due to “an increasingly competitive international economy [...]” <i>The Idaho’s Workforce Development System</i> highlights that “Industrial transition and global competition impact Idaho companies and their employees.” In a global economy the need for a bilingual workforce becomes apparent, and <i>The Council on Foreign Languages</i> asserts that “a workforce with more market-relevant foreign language skills is a strategic economic asset for the United States” (http://www.cfr.org/united-states/languages-jobs-initiative/p28396). Apart from the need for a bilingual workforce in the health professions, the Idaho Department of Labor, points to		Budget Neutral				

Idaho State University – Proposed Programs

								Idaho's growing tourism industry. According to the Idaho Department of Labor, "Idaho's tourism industry encompasses almost 2,000 businesses with nearly 31,000 jobs that generate almost \$600 million in wages - 5 percent of total jobs and 2.4 percent of total wages," demonstrating the need for bilingual employees.						
Mammography	Post Graduate Certificate	Kasiska School of Health Professions/Radio-graphic Science	Southeast Region	Regional	2014-2015	Online, self study	There is an increased need for students to become multi-credentialed especially for mammography in the state of Idaho. This offering would allow mammography training to commence at ISU. This would be a benefit to students as multi-credentialing may provide a better opportunity of securing employment and when competing for jobs, especially in rural settings. Currently, Mammography training is not offered in the state of Idaho.	Mammography training would allow students to pursue post baccalaureate certificate training at ISU. Adding this certificate will benefit the student and keep the tuition dollars in Idaho. These additional courses could potentially draw another 3-6 students the first year and thereafter. It will serve the students who have graduated from ISU's Radiology program and would not require a student to relocate or go out of state for this training. A mammography program is not offered in other areas of the state. Currently this type of training is performed "on the job" and at special conferences. It is estimated that 4-6 students per year may be interested in this type of training. The projected growth rate would also include current technologists in SE Idaho and possibly state wide depending on clinical site placement. The barriers that exist are related to the availability of clinical sites and difficulty of overseeing distant learning with limited resources. The target audience are graduates from ISU's program and ARRT registered technologists in the SE part of the state that are affiliated with a clinical site associated with ISU's program. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for additional training.		\$1,300 Professional Fees-recurring	\$1,300 Professional Fees-recurring	\$1,300 Professional Fees-recurring		
Workplace Training and Leadership	Minor	College of Education	Southeast Region	Regional	2014-2015	Online	An 18 credit minor in Workplace Training and Leadership would be constructed of primary core courses foundational to training and development, including foundations, occupational analysis, course construction, delivery and evaluation methods, learning styles, and instructional technology. The Workplace Training and Leadership minor compliments majors outside of the program by providing professional delivery knowledge and skills.	A much requested Workplace Training and Leadership minor has been informally explored by the faculty, yielding sufficient positive results to suggest a formal needs analysis. This professional development option would serve a consumer looking for curriculum that will teach current trends and methods in facilitation skills that can serve any professional development goals. The minor would be offered online to reach beyond Idaho.	Budget Neutral					

Idaho State University – Proposed Programs

Proposed offerings commencing 2015														
Health Physics	AS	Science & Engineering /Nuclear Engineering and Health Physics	Southeast Region	Regional	2015-2016	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. A.A.S. degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to convert the degree title to AAS degree in Health Physics. The request is necessitated by organizational change which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. Idaho State University provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health Physicists.	Budget neutral					
DNP - Psychiatric Mental Health Nurse Practitioner-Option	DNP	Nursing	Southeast, Southwest, Northern Regions	Statewide	2015-2016	Online	The School of Nursing in the Division of Health Sciences at Idaho State University has received approval for a new online graduate nursing degree program: the Doctorate of Nursing Practice (DNP). The SON is planning to add a Psychiatric Mental Health Nurse Practitioner (PMHNP) option in the 2014. The DNP PMHNP program will prepares graduates to function as psychiatric nurse practitioners. Emphasis will be placed on the development of PMHNP providers who are prepared to function autonomously in a variety of clinical settings.	A recent report from the Institute of Medicine, The Future of Nursing, Leading Change and Advancing Health (2010) speaks to the changing demands of the complex healthcare environment and the critical need to double the number of nurses with doctoral degrees by 2020. The DNP proposal strongly supports the ISU mission of state wide health education that includes graduate nursing education. The DNP will continue to provide highly qualified NPs as primary care providers for statewide health care in many settings and CNSs who provide highly specialized expert care in acute care settings but in line with the national standards and professional expectations. In addition, as graduates with a terminal professional degree and a very strong knowledge base in adult and family heath, all APN graduates are prepared as potential nursing educators in DNP, Master of Science (MS) in nursing, Baccalaureate of Science (BS) in nursing, Associate Degree (AD) in nursing, and			\$228,198 Reallocation recurring funds \$159,000 professional fees	\$319,448 Reallocation recurring funds \$250,000 Professional fees	\$319,448 Reallocation recurring funds \$250,000 Professional fees	

Idaho State University – Proposed Programs

								Licensed Practical Nurse (LPN) programs. Idaho has a shortage of mental health professionals in all areas of the State. According to current HRSA data (2011), Idaho has 28 mental Health Professional Shortage Areas (HPSAs) Statewide. The PMHNP program will provide critically needed mental health care providers through-out the State.						
Rehabilitation and Communication Sciences	Ph.D.	Rehabilitation & Communication Sciences	Southeast Region	Regional	2015-2016	Hybrid traditional and online	This proposed doctoral program would provide an interdisciplinary academic and research experience designed to build the skills and abilities to enter and succeed in academic faculty positions in the rehabilitation and communication sciences fields. Currently there is a shortage of rehabilitation and communication sciences professionals and a critical shortage of qualified faculty members to teach in entry-level clinical programs and conduct research. This PhD program would be ideally suited for current physical therapists, occupational therapists, speech-language pathologists, and audiologists to advance their knowledge, pursue a line of research, and develop their teaching abilities within an interprofessional context.	All four fields addressed by this doctoral degree (Physical Therapy, Occupational Therapy, Speech-Language Pathology and Audiology) have extreme shortages of doctoral level research faculty, a problem that will become increasingly acute as the nation's population ages and the need for skilled therapists increases. Graduates in all disciplines are identified by the Bureau of Labor Statistics as high growth areas for job potential, and yet the numbers of qualified doctoral faculty are not increasing. For Speech-Language and Audiology, a 2002 white paper referred to the "Crisis in the Discipline," stating that "...a method has been developed and preliminary empirical estimates have been established, making it possible to project that over the next 15 years the shortage of PhD faculty is likely to become so severe as to require massive restructuring of the field, with many program closures and reductions in the proportion of faculty holding the PhD." The picture is similar for Physical Therapy and Occupational Therapy, with accreditation standards that specifically require doctoral faculty. As a result of the shortage of qualified applicants these position either remain unfilled or are filled by clinical faculty who are not specifically trained in research methods and academic classroom teaching. The lack of doctoral level faculty places program accreditation at risk. This program will attract state, regional, and national interest. The growth rate of the field is expected to be between 23% and 39% annually.			\$90,000-reallocation /recurring \$32,000-new \$90,000 Online & professional fees	\$91,800-reallocation /recurring \$32,960-new \$91,800 Online & professional fees	\$93,636-reallocation /recurring \$33,949-new \$93,636 Online & professional fees	
Museum Studies	Certificate, AA, Minor	Idaho Museum of Natural History/Arts & Letters	Southeast Region	Regional	2015-2016	Hybrid/combination	The Idaho Museum of Natural History proposes to offer a series of related courses in Museum Studies resulting in a Minor in Museum Studies for ISU students. These courses would focus on existing and emerging issues in museum professional practice. Students would explore museum issues through current research, theory, and practice in museums through courses featuring conservation and preservation, documentation, funding sources, legal and ethical issues, security, standards, and technology.	The proposed Minor in Museum Studies is not offered at any institution of high learning in the state of Idaho. Currently, Idaho students interested in the museum profession must attend universities out of state to receive the proposed course of study or take it as an online series of classes.			Budget Neutral			

Idaho State University – Proposed Programs

Proposed offerings commencing 2015														
Emergency Management	Minor	Technology/Health Occupations	Southwest Region	Regional	2015-2016	Online	The program will use existing courses to offer a minor that will allow graduates to plan and direct disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures for natural, wartime, or technological disasters or hostage situations.	Students seeking a minor in Emergency Management may major in fields such as Political Science, Fire Service Administration, International Studies, or other related fields that will complement the coursework in the minor. In 2010, there were 12,100 jobs in this field and the median annual wage was \$55,360. It is anticipated that the growth of occupations in this field will increase by 13 percent by 2020.				Budget Neutral		
Workplace Training and Leadership	Certificate	College of Education	Southeast Region	Regional	2015-2016	Online	A 15 credit certificate of Workplace Training and Leadership has been sought by individuals and corporations looking to credential themselves or their employees through on-degree professional training instruction endorsed by Idaho State University and recognized by the professional workforce.	Workplace Training and Leadership has been approached by a Boise firm, and other organizations and individuals looking for a training certificate. The Boise firm has done a need analysis indicating there is interest in the certificate. Workplace Training and Leadership plans to have a graduate student conduct a form needs analysis as a master's project in the FY 2013. The certificate would be offered online to reach beyond Idaho.				Budget Neutral		
Proposed offerings commencing 2016														
Foreign Language – Spanish	MA	Arts & Letters/Languages & Literatures	Southeast Region	Regional	2016-2017	Hybrid/combination	The MA degree in Spanish teaches skills in speaking, listening, reading and writing of the Spanish language. It increases the student's understanding of the history, traditions, literature, and civilization associated with the Spanish language. The master's degree prepares students for teaching positions, managerial positions, high-level translator positions, and any high-level position requiring multi-linguistic skills.	There is not a MA program in Spanish in Idaho. As a result, Idaho State's service region is suffering from a lack of qualified personnel to offer Spanish courses in area high schools and to teach high-demand dual enrollment courses. Demand for bilingual professionals is rising in Idaho's job market, leading to an unmet need for graduate-trained Spanish speakers. According to the 2010 United States Census, 16% of Americans are of Hispanic or Latino heritage; that number is expected to increase substantially by 2020. Idaho's Hispanic population increased by 73% between 2000 and 2010 (Pew Hispanic Center). In addition, an MS in Spanish, complimenting MAs in History and English among others at ISU, would enable BYU-Idaho to move more students smoothly from undergraduate work into graduate programs at ISU, as per ongoing agreements with BYU-Idaho.				Budget Neutral		
Masters Health Care Informatics Administration	MHI	College of Business & Kasiska School of Health Professions/Health Care Administration	Southeast Region	Regional	2016-2017	Online/hybrid	The online/hybrid MHI will be delivered as a mix of traditional classroom instruction and online classes. Depending on program enrollments and student demand, a fully online degree option would follow.	Unites States healthcare system expenditures are approaching 18% of the nation's GDP. As the nation seeks to contain rapidly rising health care costs and improve access and care for all Americans the design, implementation, and management of electronic health records and other types of information systems is becoming critical. The U.S. Department of Labor, Bureau of Labor Statistics, estimates a job growth rate in excess of 21% [1]. The Idaho Department					\$142,626 – new appropriation request \$5,000 non-recurring funds	\$289,530 – new appropriation request \$5,000 Non-recurring funds

Idaho State University – Proposed Programs

								of Labor forecasts a growth rate in Idaho of 27.7% [2]. [1] http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm [2] http://lmi.idaho.gov/Default.aspx?TabId=781&ctl=OccupationProjections&mid=982&AspxAutoDetectCookieSupport=1							
Doctorate Physical Therapy (Expansion to Meridian)	Doctor of Physical Therapy (DPT)	Rehabilitation & Communication Sciences: Department of Physical and Occupational Therapy	Southwest Region	Statewide	2016-2017	Hybrid	The Doctor of Physical Therapy (DPT) program in Meridian will be a “mirror” program expansion of the existing, fully accredited ISU DPT program. The DPT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello.	The need for an increase in the number of physical therapy graduates in Idaho stems from two main sources. Currently, according to the 2010 census, the population in Idaho increased by 21.1% since 2000, the fourth highest growth rate among all the states during that period. According to one source, the growth in the number of persons over the age of 65 in Idaho has been particularly high during that period and the proportion of senior citizens in the total Idaho population is expected to increase from 12.5% to 18.3% by 2030. This rapid growth in population and especially of senior citizens will translate into an increase in the demand for physical therapy services. According to the US Bureau of Labor Statistics, the occupation of physical therapy is expected to experience rapid growth as well, probably reflecting the anticipated aging of the population. The growth rate in PT is estimated at up to 30%, which is much higher than the average expected growth rate for all occupations. This anticipated occupational growth will produce an increase in the demand for seats in educational programs that train PTs. Furthermore, the number and density of physical therapists per unit population in Idaho is at or below the national average. Because an increase in the Pocatello DPT class size beyond the current number of 24 – 26 is not possible at present due to space limitations, and because it is anticipated that additional DPT seats in Southwest Idaho will be more attractive to applicants than additional seats in Pocatello, an expansion to the ISU Meridian Center would meet a critical workforce need.					\$16,000 New appropriation request \$270,000- professional fees	\$16,480 New appropriation request \$275,400- professional fees	\$16,974 New appropriation request \$280,098- professional fees
Dietetic Internship with Combined Master's Program and/or Health Education	Masters	Kasiska School of Health Professions/ Dietetics	Southwest Region	Regional	2016-2017	Online and/or classroom	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The Dietetic Internship would partner with an existing graduate program (e.g. Master of Public Health or Master of Health Education) to offer a combined internship/master's program. Existing graduate programs could possibly have a nutrition track or emphasis in addition to already offered emphasis areas for	Previous surveys have been conducted among dietetic students and interns regarding the option of a master's degree and/or graduate credit. There has been overwhelming support for this with the student and interns. Benefits to adding a master degree option would be for graduate credit received for required supervised practice and increased financial aid opportunities for interns.					\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal	\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal	\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal

Idaho State University – Proposed Programs

							dietetic interns to choose from.							
Esthetics	PSTC, TC	Technology/ Business & Services	South-central Region	Regional	2016-2017	Traditional classroom	This program will train skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure.	Employment for estheticians is expected to grow 25 percent nationally and 33 percent in Idaho from 2010 to 2020. The increase in employment reflects demand for new services being offered such as mini sessions and mobile facials. Job opportunities will be good due to the growing number of beauty salons and spas.				\$77,400 Reallocation- recurring funds \$25,000 non- recurring	\$77,400 Reallocation- recurring funds	\$77,400 Reallocation- recurring funds
Proposed offerings commencing 2017														
Engineering Geology	MS	Science & Engineering/Scho ol of Engineering	Southeast Region	Regional	2017-2018								TBD	
Degree Completion Program -Dental Hygiene (added name Dental Hygiene)	Bachelor of Sciences	Medical & Oral Health/Dental Hygiene		Regional	2017-2018	Online and video conferencing	The degree completion program is designed for licensed dental hygienists who have completed professional education, earned an associate's degree and are currently licensed. The degree awarded through this proposed completion program will a baccalaureate degree in dental hygiene. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene.	Currently, there are 288 entry-level dental hygiene programs in the nation that award the Associate Degree and only 54 programs award the Bachelor's Degree. Of these existing programs, only 47 programs offer a Degree Completion option in dental hygiene and 11 programs offer a Bachelor's degree in another field (e.g. Health Science, Allied Health). The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. The number of Associate Degree programs in Idaho (n=3) and surrounding states has flooded the employment market. The ISU Department of Dental Hygiene is in an academic position to provide licensed dental hygienists holding Associate Degrees with an avenue for advancing their education and entry-level degree and expanded their career opportunities. The ISU Department of Dental Hygiene receives approximately 15-20 inquiries each year from licensed dental hygienists who are interested in earning a Bachelor's Degree in Dental Hygiene. The Department of Labor projects a 36% increase in employment opportunities for dental hygienist from 2009 to 2018, The need is fueled by the fact that older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. The dental hygiene profession is recognized by the Idaho Department of Labor as a top 100 Hot Job and shows dental hygiene as the number five top job in the state and is also the 39th fastest growing occupation out of 358 occupations listed (6.41%). There will be 1532 jobs in 2018 showing a 50.7% in growth percentage from 2006-2016					TBD	

Idaho State University – Proposed Programs

								(Economic Update. 2006-2016 Regional Employment Projections Idaho Department of Labor. Bob Uhlenkott, Chief Research Officer, Feb. 2010). The Idaho Department of labor also considers dental hygiene’s employment future in the state to be “bright.”							
Dental Hygiene (expansion of Bachelor of Science degree to Meridian)	Bachelor of Sciences	Medical & Oral Health/Dental Hygiene	Southwest Region	Statewide	2017-2018	DL and classroom	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University’s Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency.	Currently, there are 288 entry-level dental hygiene programs in the nation that award the Associate Degree and only 54 programs award the Bachelor’s Degree. Of these existing programs, only 47 programs offer a Degree Completion option in dental hygiene and 11 programs offer a Bachelor’s degree in another field (e.g. Health Science, Allied Health). The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. The number of Associate Degree programs in Idaho (n=3) and surrounding states has flooded the employment market. The ISU Department of Dental Hygiene is in an academic position to provide licensed dental hygienists holding Associate Degrees with an avenue for advancing their education and entry-level degree and expanded their career opportunities. The ISU Department of Dental Hygiene receives approximately 15-20 inquiries each year from licensed dental hygienists who are interested in earning a Bachelor’s Degree in Dental Hygiene. The Department of Labor projects a 36% increase in employment opportunities for dental hygienist from 2009 to 2018, The need is fueled by the fact that older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. The dental hygiene profession is recognized by the Idaho Department of Labor as a top 100 Hot Job and shows dental hygiene as the number five top job in the state and is also the 39th fastest growing occupation out of 358 occupations listed (6.41%). There will be 1532 jobs in 2018 showing a 50.7% in growth percentage from 2006-2016 (Economic Update. 2006-2016 Regional Employment Projections Idaho Department of Labor. Bob Uhlenkott, Chief Research Officer, Feb. 2010). The Idaho Department of labor also considers dental hygiene’s employment future in the state to be “bright.”					TBD		
Community Paramedic	Certificate	Kasiska School of Health Professions/ Paramedic Science	Southeast Region	Regional	2017-2018	Online	This will be a stand-alone certificate for licensed paramedics as well as an area of emphasis under the B.S. in Emergency Medical Services.	The current workforce of EMT/Paramedics, in Idaho and throughout the nation, is challenged in terms of opportunities for professional advancement. Traditionally, emergency						TBD	

Idaho State University – Proposed Programs

								medical services employment has not provided pathways for advancement nor much in the way of variety of work settings beyond ambulance services and fire departments. The Community Paramedic concept provides the opportunity for paramedics to expand their role through training that will prepare them to conduct follow-up to hospital discharges and to provide basic care to patients with chronic illness and the uninsured that helps avoid inappropriate use of hospital emergency room care. The target market for this program is existing paramedics, some 200,000 nationally, who want to expand their professional experience and/or continue on academically by going beyond the Community Paramedic certificate to earn a B.S. in Emergency Medical Services. The program will be delivered online and will thus be available to paramedics throughout the state and around the country. While several options exist around Idaho for training as a paramedic, only ISU offers the fully transferable Associate of Science degree program and ISU will be the only source of training in Community Paramedics.						
Social Work	MSW	Arts & Letters/ Sociology, Social Work and Criminal Justice	Southeast Region	Regional	2017-2018	Hybrid/comb ination	The master's degree in Social Work will build upon a highly successful undergraduate Social Work program that currently prepares students to work as professionals in entry-level social work generalist practice. The master's degree will provide an in-depth, specialized approach to Social Work practice and theory, with an emphasis on ISU program strengths in gerontology, child welfare, social work and health, and rural social problems.	The ISU Social Work Program receives weekly calls inquiring as to whether ISU has a MSW program. ISU also consistently receives requests from community employers seeking social work applicants at the MSW level. As MSW program offerings increase in our area, demand for MSW level practitioners increases. In order to remain competitive in many social work job markets, our graduates will need a MSW degree. The MSW degree is considered a terminal degree in the field of social work. In it's Occupational Outlook Handbook 2010-2011 Edition, the Bureau of Labor Statistics describes future employment outlook for social workers as favorable. Employment is projected to grow faster than the average for all occupations. About 54% of jobs were in the healthcare and social assistance industries, and 32% work for government. While a bachelor's degree is necessary for entry-level positions, a masters degree in social work or a related field is necessary for some positions. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas. Due to the continual demand for communities to employ social workers, social work programs at colleges and universities are relatively stable. Additionally, it is projected that there will be an increased demand for medical and geriatric social					TBD	

Idaho State University – Proposed Programs

								workers, which will be strengths of ISU's program.						
Physician Assistant Residency, Psychiatry	MPAS-Psychiatry	Medical & Oral Health/Physician Assistant Studies	Southeast Region	Regional	2017-2018	classroom, DL and onsite clinical	This request is to initiate a new post-graduate residency culminating in a graduate degree within the existing Department of Physician Assistant Studies. The degree will be the "Masters of Physician Assistant Studies with an emphasis in Psychiatry" (MPAS-Psychiatry). The P.A. program provides a quality graduate medical education that emphasizes critical thinking, problem solving, and service-learning in a curriculum that is technologically enhanced, research oriented, and evidence-based, with strength in both the basic and clinical medical sciences.	The state of Idaho is in dire need of additional psychiatrists to meet the demands for inpatient hospitalization management, outpatient medication management, hospital consultative services, Long Term Care consultation, clinical supervision and education. For example, at this time, there are seven psychiatrists located in Pocatello, Idaho. With the population of Idaho continuing to grow, mental health providers will be needed in increasing numbers. Due to our rural nature, small communities in Idaho may not be able to support a physician practice in psychiatry, but may be able to support a physician assistant who is under the supervision of a psychiatrist.						
Physician Assistant Residency, ER	Postgraduate Residency Certificate	Medical & Oral Health/Physician Assistant Studies	Southwest Region	Regional	2017-2018		Rural, Critical 'Access Hospitals typically do not have the resources to hire a fulltime Emergency Medicine Physician. Our residency would train mid-level providers to staff rural hospital emergency rooms with oversight by physicians in more metropolitan areas. Graduates of our PA program, who are interested in Emergency Medicine, are waiting for this program which will be developed in cooperation with St. Alphonsus Hospital in Boise.	Residency specialty training is becoming more popular in all health professions. The PA program graduates are interested in a pursuing advanced education in a focused area of Medicine. This program would fulfill that need.						
Integrative Neuroscience	MS, Ph.D.	Science & Engineering; Division of Health Sciences; College of Pharmacy; College of Arts & Letters	Southeast Region	Regional	2017-2018	Traditional Classroom	This degree program will be a MS, Ph.D. in Integrative Neuroscience combining the academic resources of the three colleges and eight departments. The program will have a solid grounding in neurobiology and emphases developed within the students own department.	Integrated neuroscience is a field that has expanded in recent decades. ISU now has a critical mass of faculty expertise in neuroscience, located across a number of departments, colleges and divisions. We propose to encompass this into a joint effort that will increase interactive research and promote collaboration amongst the colleges and divisions at ISU. Additionally, this program will allow us to collaborate to pursue further external funding opportunities to increase neuroscience funding for the state of Idaho. Students are currently choosing to go elsewhere because of limited funding for graduate students. One of our goals is to increase RA stipends in the field. The market for qualified students to earn a graduate degree in neuroscience has expanded tremendously in the past twenty years. Idaho State University is well poised to develop these programs through collaborative interactions amongst our colleges and departments. Between 1980 and 2000, the number of neuroscience programs in the U.S. doubled, but demand still outpaces the number of graduates. The market for qualified students to earn a graduate degree in neuroscience has expanded tremendously					TBD	

Idaho State University – Proposed Programs

								in the past twenty years. From mental health, one of the single most underserved professions in Idaho, to physical therapy to MD/DO programs, Idaho has most certainly not saturated the market for neuronal research and clinical programs.						
Biochemistry	MS	Science & Engineering/ Chemistry	Southeast Region	Regional	2017-2018	Traditional Classroom	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology.	Currently, there is no MS program in Biochemistry offered in the state. Yet, just within ISU, we have seen declared BS in Biochemistry majors balloon to 44 students and growing. While some find employment in the field, and this major feeds into a number of health profession graduate programs, there is a growing number of students who want to pursue graduate studies in the field. At this time these students have no option but to leave the state to pursue graduate work and yet, many would like to remain in the area. This program would allow students to get a MS in Biochemistry with an emphasis in Chemistry. It is projected that total employment in the field will increase at a annual rate of 8.7% from 23,200 in 2008 to 31,900 in 2018. The figures are all the more appealing since these are slated to be high paying jobs. Nationally the average wage is \$82,913 and although Idaho's figure is lower, the latest figure for 2009 was \$74,850, it has been growing steadily (\$58,910 in 2006). As with all growing fields and industries, there will be an ever increasing need for individuals with the credentials to move up in these fields and industries. Currently, Idaho does not offer those credential opportunities and is not able to facilitate advancement in the field through further education. This program would respond to that need.					TBD	
Computer Science	MS	Science & Engineering and Business/ Computer Science	Southeast Region	Regional	2017-2018		The computer science program helps students gain the following abilities: An awareness and commitment to one's ethical and social responsibilities, an understanding that life-long learning is an integral part of personal, professional, and social interaction, the requisite qualifications for obtaining employment as a Computer Scientist, and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses.	The Bureau of Labor Statistics reports that "employment of network and computer systems administrators is expected to grow 28 percent from 2010 to 2020, faster than the average for all occupations. Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks." As Idaho's economy continues to transition from extractive industry to technological and green energy industries, demand for highly trained network and systems professionals will continue to rise. The median income for master's level-prepared systems administrators was over \$69,000 annually in 2010, according to the Bureau of Labor Statistics.					TBD	
Biomedical Engineering	MS	Science & Engineering	Southeast Region	Regional	2017-2018								TBD	

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Applied Mathematics	BS	Science & Engineering/Dept of Mathematics	Southeast Region	Regional	2017-2018									TBD	
Mathematics	BA	Science & Engineering/Dept of Mathematics	Southeast Region	Regional	2017-2018									TBD	
Watershed Science	MS	Science & Engineering	Southeast Region	Regional	2017-2018									TBD	
Advanced Dental Hygiene Education	PhD	Medical & Oral Health/Dental Hygiene	Southeast	Regional	2017-2018	Online Program	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship.	In 2005, the American Dental Hygienists' Association (ADHA) published a document entitled Dental Hygiene: Focus on Advancing the Profession. Within this paper, the profession recognized that dental hygiene scholars were needed to lead the development of theory and knowledge unique to the discipline of dental hygiene, and that there is a shortage of dental hygiene faculty that is expected to increase. The leaders noted that doctoral preparation of dental hygienists is essential for building the dental hygiene knowledge base for advancing the professionalization process. Since the program is meant to include international students as well as students from the United States, there is potential for growth of the doctoral program. Currently, there are 22 graduate programs in dental hygiene in the United States. If each program has 5 students enrolled per year, and each program takes a minimum of two years to complete, the target market from the US would include over 200 current students. This does not include all those dental hygiene alumni of graduate programs who might be interested in pursuing a doctoral degree in their discipline. What makes this program attractive to graduate dental hygiene students within the US and abroad is that it is an online program. Since this would be the first doctoral program in dental hygiene anywhere, there is no competition from other programs. This provides an edge in securing students into the program. Within the past five years, there have been reports of dental hygiene faculty shortage. The American Dental Education Association Task Force on Allied Dental Faculty surveyed existing dental hygiene programs and found that a noticeable shortage of dental hygiene educators in the future will result as faculty retire without equivalent numbers of younger persons becoming full-time faculty. These reports suggested that the number of advanced education programs in dental hygiene should be increased and that institutions should address recruitment tactics and shortage issues.						TBD	

Idaho State University – Proposed Programs

Proposed offerings commencing 2017														
School Psychology	Ph.D.	Education/ School Psychology, Literacy, and Special Education	Southeast Region	Regional	2017-2018	Hybrid/combination	The Educational Specialist in School Psychology Program was fully approved by the National Association of School Psychologists since 2008. The Educational Specialist program is designed for persons who have completed a master's degree and wish to increase their skills for advanced certification requirements or other professional objectives. The Ed. S. level is the minimum preparation for school psychologists and directors of special education in most states.	Idaho State University is the only institution of higher education in Idaho that currently has a functioning school psychology program (Ed.S. level) that is approved by the National Association of School Psychologists (NASP). This program addresses a number of student issues, such as working with students with disabilities and special needs. However, as the practice of school psychology changes due to a growing awareness of how students' mental health and behavioral problems affect learning, as well as helping students managed personal crisis (e.g., bullying), it is anticipated that individuals planning on becoming school psychologists will need additional professional training. The proposed Ph.D degree in School Psychology will incorporate existing Ed.S. level work and add components relating to field work, research, and courses. The Bureau of Labor Statistics' Occupational Outlook Handbook (2010-11) reports that employment of psychologists is expected to grow 12% from 2008-2018 (152,000 to 168,000).					TBD	
Advanced Manufacturing Technology	AAS	Technology/ ESTEC, Technical & Trade and Industrial	Southeast Region	Regional	2017-2018								\$109,526 reallocation -recurring	\$109,526 reallocation -recurring Same for FY19
Community College Education	EdD	Education/Grad Dept of Educational Leadership & Instructional Design	Southeast Region	Regional	2017-2018	Traditional/Hybrid	Ed.D. in Educational Leadership with an emphasis in Community College Leadership. The emphasis would share the current EdD Core classes, most of the Higher Education Concentration courses, and five "specialty" courses, two of which would be concentrated residential summer classes with a close relationship with instate community colleges.	Community college enrollments nationally are at record highs. Senior leadership positions at community colleges are typically occupied by advanced degree holders. Eighty-eight percent of CEOs hold the PhD, EdD, or JD. American Association of Community Colleges (AACC) notes the impending leadership crisis as presidents and senior administrators are retiring at "an alarming rate." The situation is of sufficient gravity that AACC and the Association of Community College Trustees (ACCT) issued a joint statement regarding the preparation of a new generation of diverse community college leaders by increasing the participation in leadership programs designed to prepare community college leaders. There is no Community College Leadership program in the inter-mountain west. A similar program is at Oregon State. The program at WSU has suspended admission (faculty position shortage). The potential EdD candidate population at CSI, CWI, EITC, NIC, and ISU's College of Technology						

Idaho State University – Proposed Programs

								supplemented by distance learning enrollees from Utah, Wyoming, and Montana can provide sufficient enrollment for cohorts of 25 easily.						
Proposed offerings commencing 2018														
Adult Learning and Development Organizational Learning and Performance	Ph.D.	College of Education Technology & Education/ Human Resource Training and Development	Southeast Region	Regional	2018-2019		A Ph.D. in Adult Learning and Development Organizational Learning and Performance will be proposed by the College of Education.						TBD	
Optometry	O.D.	Division of Health Sciences	Southwest Region	Regional	2018-2019									
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Rehabilitation & Communication Sciences: Department of Physical and Occupational Therapy	Southwest Region	Statewide	2018-2019	Hybrid	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello.	The need for an increase in the number of Occupational Therapy graduates in Idaho stems from two main sources. According to the 2010 census, the population in Idaho increased by 21.1% since 2000, the fourth highest growth rate among all the states during that period. The growth in the number of persons over the age of 65 in Idaho has been particularly high during the period and the proportion of senior citizens in Idaho is expected to increase from 12.5% to 18.3% by 2030. Rapid growth in population and especially of senior citizens will translate into an increase in demand for occupational services. According to the US Bureau of Labor Statistics, the profession of occupational therapy is expected to experience rapid growth, reflecting the anticipated aging of the population. The growth rate in occupational therapy is estimated at up to 26%, which is much higher than the average expected growth rate for all occupations. This anticipated growth will produce an increase in the demand for seats in educational programs that train occupational therapists. This meets a critical workforce need, in that it allows individuals within the Treasure Valley to access training in occupational therapy, and increases the capacity of the occupational therapy program. The need for graduates exceeds the program capacity, and this allows the capacity to increase, while also serving the critical Treasure Valley region of Idaho.					TBD	
Note: While the University of Idaho and Idaho State University both desired to add Doctor of Medicine to their Five-Year Plans, both campuses agreed to wait until the Board’s Medical Education Committee has made a recommendation.														

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Boise State University – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2012 – approved														
Certificate in IDo-Teach STEM teacher certification	Certificate	Education, Arts & Sciences, Engineering	Boise	Regional	Fall 2012	Traditional	The certificate is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho's 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.						
BS in Biology, Secondary Education emphasis	emphasis	Arts & Sciences; Biology	Boise	Regional	Fall 2012	Traditional	The emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies. The proposed emphasis will replace the existing, free-standing BS in Biology Secondary Education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area course and vice versa.	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho's 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.						

Boise State University – Proposed Programs

Proposed offerings commencing 2012 – approved														
BS in Chemistry, Secondary Education emphasis	emphasis	Arts & Sciences; Chemistry & Biochemistry	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies. The proposed emphasis will replace the existing, free-standing BS in Chemistry Secondary Education.	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho’s 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.						
BS in Geosciences, Secondary Education Emphasis	emphasis	Arts & Sciences; Geosciences	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies. The proposed emphasis will replace the existing, free-standing BS in Earth Sciences Secondary Education.	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho’s 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.						
BS in Mathematics, Secondary Education Emphasis	emphasis	Arts & Sciences; Mathematics	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs						

Boise State University – Proposed Programs

							22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies. The proposed emphasis will replace the existing, free-standing BS in Mathematics Secondary Education.	assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho’s 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.							
BS in Physics, Secondary Education Emphasis	emphasis	Arts & Sciences; Physics	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” program, will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that we more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies. The proposed emphasis will replace the existing, free-standing BS in Physics Secondary Education.	The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. Recently we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho’s 300 secondary school principals responded to our invitation to participate. Our results indicated that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.							
Economics - Quantitative Emphasis	BA	Business and Economics Economics	Boise	Regional	2012-2013 (fall 2012)	Traditional	The Quantitative Emphasis differs from the BA-ECON degree in that it better prepares students for applied quantitative professional employment or for graduate programs in economics. In contrast, the traditional BA and BBA degrees are better suited for students pursuing graduate programs in law, political science, or business.	The course of study has been recommended in recent years for students interested in pursuing graduate studies in economics. Formalizing this area of emphasis will make the recommended course of study explicit and facilitate the graduation process.							
Executive Masters Business Operational Excellence	Masters	Business and Economics Graduate Programs	Boise	Regional	2012-2013 (spring 2013)	Traditional	A self-support, executive-type program to prepare mid-level executives to assume a leadership role to create operational excellence in their organization using Lean and Six Sigma tools and methodologies.	Summary: Most students in the program will be sponsored by their employers. Businesses with revenues >\$50M are the most likely to participate. Assuming one student per each such company provides an estimate of 34,000 potential students in the US and 120 in Idaho. That estimate is very conservative in that it does not include government agencies, NGOs, or privately held firms.							

Boise State University – Proposed Programs

Proposed offerings commencing 2013 – approved														
Adult-Gerontology Nurse Practitioner (AGNP) Program	Master	Health Sciences School of Nursing	Boise, Online	Regional	2013-2014 (spring 2014)	Online with face to face component	The AGNP program will educate BS prepared nurses to develop skills & knowledge necessary to practice as an acute care &/or primary care advanced practice nurse. These practitioners will learn comprehensive health assessments, diagnoses, leadership & collaboration with other healthcare professional as well as management of acute & chronic illness.	The market for the proposed program will be considered to be the pool of bachelor's prepared nurses; they number approximately 5,000 in Idaho and 135,000 nationally 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.	self-support and local funds	\$156,975	\$344,319	\$451,005		
Educational Leadership, Superintendent Endorsement	EdS	Education Curriculum, Instruction and Foundational Studies	Boise	Regional	2013-14 (summer 2013)	Traditional with online components	A program to prepare student for a wide range of educational leadership positions and for the superintendent certification. Graduates will be agents of change, capable of facilitating improvement in educational systems. Offered in a closed cohort model with integrated 6-credit modules and substantial mentorship from practicing educational leaders.	The potential market includes master's prepared educators who, were they to enter an educational leadership program, would be interested in a closed-cohort model for a leadership program; we estimate that number to be ~3,000 in Idaho and ~ 600,000 nationwide. We estimate there to be 54 annual openings in Idaho and ~9,500 nationally in the employment categories that best align with the proposed degree. The proposed program would complement the existing UI program.	self-support	\$120,000	\$120,000	\$120,000		
Post Master's Doctorate of Nursing Practice	Doctorate	Health Sciences School of Nursing	Boise, Online	Regional	2013-2014 (fall 2013)	Online with face to face component	The proposed program will focus on nursing of populations with an emphasis on evidence-based practice, enhancing development of interventions that impact health outcomes, and complex healthcare systems.	We regard the potential market to be master's prepared nurses: we estimate their number to be ~ 1575 in Idaho and 41,000 nationwide. The workload projection is based on the number of doctorally-prepared nurses, we conservatively estimate that there will be 25 openings annually in Idaho and 6,000 nationally.	self-support		\$156,975	\$344,319	\$451,005	
Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging	Undergraduate Certificates	Health Sciences/Radiologic Sciences	Boise/Southwest	Regional	Fall 2013	Traditional	Create three undergraduate certificates that parallel the emphases within our existing BS in Radiologic Sciences. The certificates will accommodate those students who are after a specific set of coursework as opposed to a full bachelor's degree.	A number of our students already have a BS or AS, and a certificate program will enable those students to complete the coursework they need for credentialing AND for us to be able to document their completion. Approximately 40% of our seniors leave the program because they are able to secure employment without completing their BS; the certificate would document a level of competence in those students, and would provide a stepping stone for them to return to complete their BS. Labor analyses indicate 45 annual openings for relevant positions in Idaho, and 25,910 annual openings nationally.		No additional cost to offer program				
Applied Physics, Biophysics	Emphases in existing BS Physics	Arts & Sciences/Physics	Boise/Southwest	Regional	Fall 2013	Traditional	The emphases provide the opportunity to emphasize the overlap of physics with the biological sciences or to emphasize the overlap of physics with engineering, especially materials science and engineering.	Nationally, there are 2100 openings annually for physicists and biophysicists. However, the proposed minors will prepare students for diversity of difficult-to-quantify jobs in the semiconductor and biotechnology industries. The emphases will also be excellent preparation for entry into our PhD in Biomolecular Sciences and PhD in Materials Science and Engineering.		No additional cost to offer program				

Boise State University – Proposed Programs

Mathematics Consulting Teacher Endorsement	Graduate Certificate	Education/Curriculum, Instruction,& Foundational Studies	Boise/Southwest	Regional	Fall 2013	Traditional	This program will prepare students for a Mathematics Consulting Teacher Endorsement. The State Dept of Education has mandated that all K-12 teachers and administrators in the state take a course entitled Mathematical Thinking for Instruction. The proposed program will provide the next step in improving mathematics instruction.	The program is intended to increase the skills and knowledge of existing teachers to assist them in becoming school and district leaders of mathematics. Mathematics education is in a time of intense change with the adoption of the Common Core State Standards for Mathematics, the implementation of a new testing system (Smarter Balanced Assessment), and the widespread understanding regarding needed changes in mathematics instruction following the MTI course. Schools and districts need teachers who can act as district leaders and assist in these changes in a meaningful way. The MCTE program will assist greatly in this area.		\$60,000 Self-support/Student fees	\$120,000 Self-support/Student fees	\$120,000 Self-support/Student fees		
Proposed offerings commencing 2014														
World Language: Arabic, ASL, Basque, Chinese, French, German, Japanese, Korean, Latin, Spanish, etc.	Undergraduate Certificate	Arts & Sciences/World Languages	Boise/Southwest	Regional	Fall 2014	Traditional or via challenge exam	A certificate recognizing completion of 12 credits of a modern language or 8 credits of Latin. Enables employers to identify job candidates with a desired language background. In combination with existing programs, enables students to document competence at three different levels: a major, a minor or a certificate.	The certificate does not prepare the student for any particular job. However, employers will be able to more easily identify job candidates with the desired language background, for example: American Sign Language for any state agency complying with ADA law; French for agencies working with African refugees; Spanish for the health professions; Chinese for companies doing business with China, Basque for business ties with the Basque Country, French for companies marketing to Quebec, etc.			No additional cost to offer program			
Digital Solutions Development	Undergraduate Certificate	TBD	Boise/Southwest	Regional	Fall 2014	Traditional	Students will graduate with the ability to develop a variety of digital solutions, including mobile applications, serious games, simulations, and digital media. The primary focus will be on development of digital solutions for use in the college environment. However, the skills learned will easily translate into K-12 and workplace environments.	Just as desktop publishing has changed the way we produce documents, new frameworks for software development have lowered the threshold for creating applications. Undergraduate students in the certificate program will gain the software development and project management skills necessary to build custom applications. Technically inclined students from any discipline would benefit from the practical experience of building software solutions for clients. A certificate in Digital Solutions Development would make a graduate from any discipline more marketable in today's highly competitive job market.			\$100,000 Reallocation/recurring	\$100,000 Reallocation/recurring	\$100,000 Reallocation/recurring	
Refugee Studies	Minor	Social Sciences & Public Affairs/ Social Work, History	Boise, Southwest	Regional	Fall 2014	Traditional	The proposed minor will compliment, enrich, and expand the School of Social Work's new clinically-focused Refugee Studies Certificates. The minor will educate students about the wide range of issues and complex problems posed by the world-wide displacement of people; from 2001 to 2011 over 5,341 refugees settled in the Idaho.	The worldwide number of refugees is currently estimated at 450 million. Idaho began officially accepting refugees in 1975; in 2011, 775 refugees from 17 different countries arrived in Idaho. Students from any discipline could enroll in the program, and the knowledge gained from the coursework of the minor would enable them to pursue a career with refugee resettlement agencies here and abroad. It would also give them volunteer opportunities or part-time work with various agencies who would know that they bring with them a sensitivity and			No additional cost to offer program			

Boise State University – Proposed Programs

								understanding of refugee needs. Finally, in various fields like nursing, counseling, teaching, etc., the minor would enable them to work more effectively with the refugee population.						
Nonprofit Management	Minor	Business & Economics/Management	Boise/Southwest	Regional	Fall 2014	Traditional	The minor provides an interdisciplinary focus on nonprofit management and community development efforts. Nonprofit management has a significant role in the Treasure Valley through a wide variety of community service organizations in health management, underprivileged advocacy, and education.	The minor will provide nonprofit leaders in a wide variety of nonprofit fields. Major jobs include grant writers, leaders of nonprofit organizations involved with health care, and various roles with philanthropic organizations. The most appropriate job title in Labor databases is "Social and Community Service Managers"; 6480 annual openings are projected nationally; 42 annual openings are projected for the state.		\$27,000 Summer Session Revenue Non-recurring	\$27,000 Summer Session Revenue Non-recurring	\$27,000 Summer Session Revenue Non-recurring		
Arabic Studies	Minor	Arts & Sciences/World Languages	Boise/Southwest	Regional	Fall 2014	Traditional	Combines Arabic language instruction with electives on the Middle East from History to create for students an area-studies emphasis in the Arab world, whatever their major may be--from Political Science to Engineering	Increase focus and political unrest in the Middle East has created interest in Arabic Studies. Additionally, in 2011, 15% of refugees who came to Idaho through the Idaho Resettlement Programs spoke Arabic and this is expected to grow over the next few years. Growth of this population will provide support for and demand for this program. Presently, students from 38 majors are enrolled in Arabic language classes.			No additional cost to offer program			
Computational Science and Engineering	Minor	Engineering, Arts & Sciences/ Mechanical & Biomedical Engineering, Materials Science & Engineering, Electrical and Computer Engineering, Civil Engineering, Computer Science, Mathematics, Physics, Geosciences, Biology, and Chemistry	Boise/Southwest	Regional	Fall 2014	Traditional	Computational Science and Engineering (CSE) minor is an interdisciplinary program that prepares STEM students to develop and apply computer models for scientific discovery and problem solving in various science and engineering disciplines using supercomputers. The program builds on the foundations of applied mathematics, engineering and computer science.	New fields such as computational materials design, computational biology or computational medicine have emerged because of increased computing power. Despite these advances, scientific computing and computer programming is not emphasized in undergraduate STEM curricula. Oftentimes, businesses are unable to take advantage of technological advances because of a lack of qualified workforce. Scientists at Idaho National Laboratory have expressed a need for a workforce savvy in supercomputing and trained in the fundamentals of computational sciences. The CSE minor will supplement STEM programs with applied mathematics, computational modeling, and computer programming. It will help create future engineers and scientist with skills to program supercomputers and analyze massive data. Graduates of this minor will carry titles such as Computational Chemist, Computational Physicist etc. The importance of computational science and engineering education was described in the June 2005 Report to the President entitled "Computational Science: Ensuring America's Competitiveness.			No additional cost to offer program			
Environmental Engineering	Minor	Engineering/Civil Engineering	Boise/Southwest	Regional	Fall 2014	Traditional	This minor will allow students to create a focus in the field of environmental engineering and to receive recognition that they have emphasized in this area of specialization.	Environmental engineers must understand, arrange, and manipulate the biological, chemical, ecological, economic, hydrological, physical, and social processes that take place in our environment in an effort to balance our material needs with the desire for			No additional cost to offer program			

Boise State University – Proposed Programs

								sustainable environmental quality. They are involved in efforts to improve recycling, waste disposal, public health, and control of water and air pollution. They work towards the prevention, control, and remediation of environmental hazards. Employment of environmental engineers is projected to grow 22 percent from 2010 to 2020. In Idaho, environmental engineers are important because of the large proportion of our economy that is resource-based. Environmental engineers have a critical role in efficiency of water use and in the clean up of contaminated sites. Environmental engineering attracts a higher percentage of women into engineering than the national average; thus the minor will increase the number of women pursuing engineering degrees.						
Geophysics	Emphasis, BS Geosciences	Arts & Sciences/Geosciences	Boise/Southwest	Regional	Fall 2014	Traditional	What is now a freestanding BS in Geophysics will become an emphasis within the BS Geosciences degree. Geophysics integrates geology, mathematics, and physics in order to understand how the Earth works. Geophysicists study Earth processes through a combination of laboratory experiments, computational and theoretical modeling, remote imaging, and direct observation.	The BS Geology, Geophysics emphasis is preparation for a range of applied geosciences jobs and for post-graduate study. Nationally, 2070 annual openings are projected for "Geoscientist"; 17 annual openings are projected for Idaho.			No additional cost to offer program			
Computational Physics and Astrophysics	emphases in existing B.S. in Physics	Arts & Sciences/Physics	Boise/Southwest	regional	Fall 2014	Traditional	The computational physics emphasis bridges the gap between physicists as scientists and physicists as computer programmers, and will prepare students for careers or further study in computational science and physics. The astrophysics emphasis will include courses in solar system and stellar astronomy, as well as advanced astrophysics and planetary science.	Computational methods have become the "third technique" in physical sciences after experiment and theory. However, although physicists are increasingly expected to master computational methods, very few scientists in general are skilled programmers. Students choosing this emphasis will be employable in the computer industry, in research labs, or able to further their education in graduate programs in physics or computational science. Astrophysics is one of the branches of physics that students find to be the most engaging. An emphasis in astrophysics will attract students to the program, and with the same basic skills and knowledge of other physics majors, they will be employable in many of the same industrial settings as students choosing other emphases.			No additional cost to offer program			
Asian Studies	BA	Social Sciences and Public Affairs, Arts and Sciences/History, World Languages	Boise/Southwest	Regional	2014-2015	traditional	Will include intensive language study, a study abroad experience in Asia, and a comprehensive historical/economic understanding of Asian societies. Excellent preparation for a number of professional opportunities in the fields of business, law, and international relations. Professional schools and careers are focusing increasingly on interdisciplinary preparation of applicants.	The relevance of a BA in Asian Studies degree is evidenced by (i) more than 60% of the world's population is in Asia, and (ii) approximately 32% of the world's gross domestic product is in Asia. There is obviously a tremendous impact of Asia on the world economic and political fabric, and therefore an opportunity for anyone with deep understanding of this field. The BA in Asian Studies will be a popular second major, especially for business			No additional cost to offer program			

Boise State University – Proposed Programs

								majors. We believe that it is unreasonable to try to estimate either market or workforce need.						
Computer Systems Engineering	BS	Engineering/Electrical & Computer Engineering	Boise/Southwest	Regional	Fall 2014	Traditional	Computer Systems Engineering is an interdisciplinary field that deals with modeling, analysis, design, integration, optimization, and management of electronic, electrical and integrated circuit based systems and processes. The program focuses on how computer systems are used as well as how they integrate into other systems and the larger scheme of our personal and professional needs.	Graduates of the program will be highly employable, and will meet a demand in the Treasure Valley. Conversations with our electrical engineering advisory board entrepreneurs, as well as with executives and engineering managers, indicate a need for graduates of the program: engineers with a systems view that are able to work on hardware and software. The program will serve companies of all sizes such as Marvell, Micron, HP, CradlePoint, Telemetric, and startups.State and federal job classifications do not clearly identify a category for systems engineering, however, the following titles are most likely used to classify engineers currently working on systems engineering.Predicted job openings in the state for “Computer Software Engineer, System Software” and “Computer Specialists, all others” total 92 per year. Predicted job openings nationally for “Software developers/System software” and “Computer Occupations, Other” total 21,960 per year. Both numbers are likely severe underestimates.			\$500,000 Reallocation/ recurring \$250,000 reallocation /non- recurring	\$850,000 Reallocation/ recurring \$250,000 Reallocation/ non-recurring	\$850,000 Reallocation/ recurring	
Nonprofit Administration	Graduate Certificate	Social Science & Public Affairs/ Public Policy & Administration	Boise/Southwest, Idaho	Regional	Fall 2014	Traditional with online components	This graduate certificate is designed for individuals, including current and former students in business administration, the health sciences and public administration, who wish to further their careers in government or nonprofit organizations through promotion or career change, or anticipate consulting with government and nonprofit organizations.	Idaho's nonprofit sector, employing ~8% of the state's workforce, would, if it comprised its own industry, rank 6th in the number of jobs generated. This sector grew at 8.8% annually from 2000 to 2010. According to Idaho's Dept of Labor (July 2012), many of the 'hot jobs' include a diversity of positions in the nonprofit realm with titles ranging from Development Officer, Community Relations Director, Director of Operations, Events Director/Coordinator, Executive Director, Finance Director, Foundation Director, Fundraising Manager, Government Affairs Director, Grant Management/Writer, and Volunteer Coordinator/Director. A 2012 needs assessment found that 82% of current students of our MPA program and 63% of alumni expressed interest in graduate-level nonprofit education. The consensus of nonprofit executives in Ada and Canyon counties is that graduate level nonprofit education would improve service delivery and would enable their personnel to supplement their mission related experience with nonprofit-focused education.			No additional cost to offer program			
Play Therapy	Graduate Certificate	Education/Counselor Education	Boise/Southwest	Regional	Fall 2014	Traditional	This program will provide current students and professionals in the community with the training and education needed to learn how to counsel children through	This certificate will prepare mental health workers to counsel young children and families. Community agencies, hospitals, and schools all employ mental health workers to work with children, and this			No additional cost to offer program			

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							developmentally-responsive and research-based play therapy methods. Coursework will help students gain hours toward earning their Registered Play Therapist (RPT) credential.	certificate would provide these child mental health workers unique skills to better serve their clientele. Specific jobs this certificate would prepare people for include child life specialists in hospitals, social workers/counselors/psychologists who work in school, agency, or hospital settings, as well as child psychiatrists.						
College Teaching	Graduate Certificate	Graduate College/Graduate College	Boise/ Southwest	Regional	Fall 2014	Traditional	The program will: (i) enhance teaching effectiveness of our graduate teaching assistants and thereby increase the quality of education of our undergraduate students, (ii) provide marketable skills for graduate students seeking employment in higher education as faculty members, and (iii) give our adjunct faculty members an avenue for professional development.	The proposed program will contribute to the education of post-secondary instructors; annual openings are projected at 58,600 nationally and 179 for the state of Idaho. Those program graduates who go on to teach at other institutions, e.g., the College of Western Idaho, will provide a higher quality of instruction to the students at that institution. Additionally, the program will increase the quality of education of college students at Boise State because graduate assistants and adjunct instructors who participate in the program will provide better instruction to their students in classes at Boise State.			\$4,100 Reallocation/ recurring \$4,500 Reallocation/ non-recurring	\$9,400 Reallocation/ recurring	\$9,400 Reallocation/ recurring	
Victim Services	Graduate Certificate	Social Sciences & Public Affairs/Criminal Justice	Boise/ Southwest	Regional	Fall 2014	Online	This program will examine the theoretical issues pertaining to the impact of crime on its victims and provision of services to this population. It will include a foundation in victimization within the context of the criminal justice system and include specialized knowledge in various forms of victimization and services.	There is a growing demand for victim service professionals (including law enforcement officers, prosecutors, nurses, counselors, treatment providers, as well as advocates within non-profit organizations and victim-witness coordinators) to have academic degrees. Currently these degrees are generally criminal justice, social work, or psychology/counseling degrees. However, these courses of studies do not offer a specialization in working with crime victims who are often experiencing physical, emotional, financial, and safety consequences of their victimization while attempting to navigate the criminal justice system. From 2010-2012, there was a 69% increase in jobs requiring victim services skills. Roughly 68% of job listings in victim services required either a bachelor's or graduate degree. A review of job postings in 2012 demonstrated a nationwide need for victim services skills which included 16 different job titles spanning health sciences, social work, human services, social services, law, and criminal justice.			\$50,000 Student fees Non-recurring Self-support	\$60,000 Student fees Non-recurring	\$70,000 Student fees Non-recurring	
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Arts & Sciences, Engineering; Biology, Mathematics, Chemistry, Physics, Computer Science.	Boise, Southwest/Pocatello, Southeast	Regional	Fall 2014	Traditional and Online	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.	Bioinformatics is a field that includes the tools and approaches to analyze vast quantities of biomedical data, including genomes, proteomes, images, health records, disease physiopathogy, and more. One major bottleneck to biomedical research is that new, high throughput technologies have produced more data than can be analyzed by the current bioinformatics workforce using existing tools. This problem will only get worse unless educational institutions can provide more and better-trained graduates. This			Costs not yet determined			

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								field is consistently mentioned among career opportunities with the highest demand, job satisfaction and salary. Most of the emerging jobs are for well-trained bioinformaticians with a relevant B.S. or M.S. degree and meaningful experience. These jobs are at Pfizer, Monsanto, and hundreds of other biotechnology companies. However, most contemporary bioinformatics programs train young people for science careers, assuming they will be leading an academic or industry lab that requires Ph.D. level training, rather than technical careers that require B.S./M.S. level training required for most available jobs.						
Business Intelligence	Graduate Certificate	Business & Economics/Graduate Studies	Boise, Southwest	Regional	Fall 2014	Traditional and Online	This certificate will give a grounding in business intelligence, which is a set of methodologies and technologies that transform raw data into meaningful and useful information used by an organization to enable more effective strategic, tactical, and operational insights and decision-making.	Every organization (business, nonprofit, governmental agency) needs to be able to transform raw data into actionable information, and would therefore benefit from the skills that would be acquired in this certificate program. Business intelligence is a relatively new field, and therefore jobs for business intelligence analysts are not listed in federal and state databases. A similar job title is "Management Analyst," and currently Idaho estimates 120 annual openings for this type of position			No additional cost to offer program			
Applied Psychological Science	MS	Social Sciences & Public Affairs/Psychology	Boise/Southwest	Regional	Fall 2014	Traditional	The program focuses on the application of psychological theory and research methods to generate effective solutions to real world problems faced by individuals, groups, families, institutions/organizations, and policy makers. Graduates will contribute to their institution/agency through advanced training in research methodology in the social/behavioral sciences.	The program will produce graduates with the ability to address contemporary problems with the use of psychological theories and research. The applied component of the program will prepare students to (i) address practical problems using psychological principles, (ii) use innovative ways to disseminate solutions to the general public. Graduates would be prepared for careers focused on the Assessment of productivity and effectiveness in a wide variety of settings including corporate, non-profit organizations, public school systems, and government sponsored programs. Graduates would also be prepared to conduct in-depth research to understand the causes of societal challenges and to determine the effectiveness of initiatives that are deployed.			\$150,000 Reallocation/ recurring	\$150,000 Reallocation/ recurring	\$150,000 Reallocation/ recurring	
Political Science	MA	Social Sciences & Public Affairs/Political Science	Boise/Southwest	Regional	Fall 2014	Traditional	Students will be exposed to the subfields of American Government and Politics, Comparative Politics, and International Affairs, as well as the use of research methodologies. The program will integrate courses from our established Public Policy Administration PhD, the Master of Public Administration, and the Master of Community and Regional Planning.	After completing their MA degrees, graduates from our program will be better prepared to teach at the high school, middle school, junior high school, and community college levels. A survey to our undergraduate majors during the 2010-2011 academic year indicated that two-thirds would be interested in applying for a MA program at Boise State University. Other graduates will pursue further graduate work in Ph.D. programs in Public Administration or Political Science. Other students will find work in journalism, and within the many entities of the executive			\$91,800 Reallocation/ recurring \$3,000 Reallocation/ non-recurring	\$91,800 Reallocation/ recurring \$3,000 Reallocation/ non-recurring	\$162,000 Reallocation/ recurring \$5,000 Reallocation/ non-recurring	

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								and legislative branches of state and federal government. An additional benefit of the proposed program is that it will provide an expanded source of research expertise for Idaho’s citizens, public servants, and legislators. Graduate students would conduct research, mentored by our faculty members regularly conduct research on “real world” problems. The resultant research will assist citizens and policymakers in a complex and changing environment.						
Coaching Leadership	M.Ed.	Education/Kinesiology, Curriculum, Instruction & Foundational Studies	Boise/Southwest (SW Idaho)	Regional	Summer 2014	Traditional	The program objective is to develop coaches as leaders in sport, education, and the community. Students study the concepts, acquire the skills, and assess the issues common to coaching leadership in all sports and in a variety of employment settings (K-12, NCAA, and sport clubs).	Anecdotal evidence indicates a significant need in the Treasure Valley for a graduate program for coaches practicing in diverse sports and employment settings. The university will undertake a comprehensive needs assessment in summer 2013. Labor projections for "coaches and scouts" indicate 133,000 national and 99 Idaho annual openings. A 2012 study by the Education Advisory Board indicates that (1) the vast majority of jobs requiring sports-related skills is in educational services, (2) job titles within educational services are faculty, program director, teacher, instructor, trainer, and coach, and (3) graduate degrees in coaching and physical education are cited by 30% of employers specifying sports-related graduate degrees (second most common degree citation). The same 2012 study suggests that the proposed program will attract men and women seeking pay-scale increases associated with an advanced degree, and that many will retain teaching and coaching positions while completing the program.			\$300,000 Other-Student Fees Self-Support	\$300,000 Other-Student Fees Self-Support	\$300,000 Other-Student Fees Self-Support	
Applied Physics	M.S.	Arts & Sciences/Physics	Boise/Southwest	Regional	Fall 2014	Traditional	This M.S. program provides the students with an opportunity to broaden and to intensify their knowledge in a number of interdisciplinary areas of Physics such as Computational Physics, Biophysics, and Materials Physics. The graduate program is intended to provide the sound scientific foundation for careers in research, teaching, and industry.	Many of the tools and methods that drive progress in science and engineering are drawn from physical sciences. Currently, many students are trained in a single traditional discipline within physical, biological, or chemical sciences. However, rapid progress in the fundamental understanding of complex phenomena and the transfer of this knowledge to other disciplines require interdisciplinary approaches that overlap traditional academic boundaries. This program is proposed to meet this need by integrating core concepts in physics, biology, computational, and materials sciences. The program will feed Ph.D. programs at BSU in Biomolecular Science, Materials Science and Engineering, and Computational Science and Engineering.			No additional costs to offer program			
Educational Technology	EdS	Education/Educational Technology	Boise/Southwest	Regional	Fall 2014	Online	Students in the program of Educational Technology will explore the use of current and emerging technologies for effective and efficient teaching in a dynamic global society. Areas of focus include but are not limited to online	The degree enables advancement and forward movement on teacher salary scales and may also serve as a bridge between our MS and EdD programs. The potential estimated as the sum of two groups: Elementary and Secondary level			\$86,400 Non-recurring Student Fees	\$86,400 Non-recurring Student Fees	\$86,400 Non-recurring Student Fees	

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							teaching and learning, technology integration, and innovative teaching in K-12 and higher education.	Education Administrators and master’s-prepared Primary, Secondary, & Special Education Teachers. We estimate that number in Idaho to be 9,038, growing over 10 years to approximately 10,400. Nationally, we estimate the market at 1,656,210, expected to grow over 10 years to approximately 1,904,500. State and federal predictions for workforce needs will be based on the identifiable categories for which an EdS in Educational Technology is directly relevant: Instructional Coordinators; Education Administrators, Elementary and Secondary School; and Education Administrators, All Other. In Idaho, there are expected to be 57 openings annually. Nationally, there are expected to be 16,000 job openings in those categories per year.			Self-Support	Self-Support	Self-Support	
Proposed offerings commencing 2015														
Biomedical Sciences	BS	Arts & Sciences/Biologic al Sciences	Boise/ Southwest	Regional	Fall 2015	Traditional	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech).	The Idaho market is roughly the number of high school students who pursue a bachelor’s degree in a similar discipline; we estimate that number at 1,000. That market is shared among all Idaho institutions of higher education. Workforce is estimated as the total number of jobs for which the proposed program yield’s an appropriate degree or is the first step toward a professional or graduate degree. A partial list of jobs included in workforce estimation is: Biochemists and Biophysicists; Biological Technicians; Medical Scientists; Pharmacists; Physician Assistants; Physical Therapists; Veterinarians. The expected number of job openings is 98,800/yr nationally and 452/yr for Idaho. This degree does not map to a specific profession as does nursing. However, a graduate with a BS in Biomedical Sciences would be prepared for any job requiring the communication and problem solving skills that come with a college degree.			No additional costs to offer program			
General Business	BBA	Business & Economics/Manag ement	Boise/ Southwest	Regional	Fall 2015	online	An online degree completion program in General Business for those students who have completed all prerequisite courses and only need upper division coursework to finish their degree.	The primary market for this program would be those individuals who have stopped out from the university, perhaps to take a job or for other reasons, after completing their initial business coursework. The degree and curriculum would be the same as that presently offered for our traditional BBA in General Business			No additional costs to offer program			
Radiologic Sciences	BS	Health Sciences Radiologic Sciences	Boise, Online	Regional	Fall 2015	Hybrid or on-line	The program will allow certified practitioners to expand their career opportunities for clinical supervisory advancement, graduate education preparation, and sales/marketing positions. This program will develop	There is a need for baccalaureate opportunities for advanced practice for regional (as well as national and international) radiologic technologists. Many are place-bound. In the state of Idaho, there were 824 radiologic				\$100,000 Student Fees Self-support	\$100,000 Student Fees Self-support	\$100,000 Student Fees Self-support

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							professional leadership skills, provide advanced knowledge of radiologic procedures, provide exposure to health care administration and regulation, and develop critical thinking skills.	technologists/technicians in 2008, with an expected 28% increase to 1054 positions in 2018; there will be an estimated 35 openings annually. Nationally, in 2010 there were 219,000 positions predicted to rise to 281,000 by 2020, a 28% increase; an estimated 9500 openings annually.						
Computational Geosciences	Graduate Certificate	Arts & Sciences/Geosciences, Mathematics	Boise/Southwest	Regional	Fall 2015	Traditional	Graduates will demonstrate a specialization in the computational skills needed for data analysis, mathematical modeling and simulation in the Geosciences. The certificate program will contribute to the statewide mission to improve computer comprehension in science and technology.	Industry jobs in the Geosciences are almost entirely computational and rely on simulation modeling and interpretation of large data sets. For example, to develop methods for detecting oil, or to put a satellite into orbit one must rely on numerical simulations of the events or processes. We anticipate that students with this certificate will have job titles such as Research Geophysicist, Remote Sensing Specialist, Seismic Data Analyst or Hydroinformatics Specialist. Nationally, 2070 annual openings are projected for Geoscientists and Hydrologists; 17 openings are projected for Idaho.				No additional cost to offer program		
Sport Ethics, Coaching, and Humanitarian Studies	Graduate Certificate	Education/Kinesiology	Boise/Southwest	Regional	Fall 2015	wholly on-line	This program will provide knowledge to coaches in the field regarding: (a) serving as positive role models; (b) demonstrating ethical behavior through sport and non-sport activities; (c) creating environments for positive youth development through sport; and (d) encouraging humanitarian efforts with athletes to give back to their community.	The proposed certificate will be offered in collaboration with The World Sport Humanitarian Hall of Fame, and will provide coaches with a foundation to develop personal philosophies and self-reflective strategies to examine and exhibit ethical behavior in sport. The certificate will be appropriate for coaches of all levels. In 2010, there were approximately 242,900 coaches and scouts nationally and 1900 in Idaho. There are expected to be 13,000 annual openings nationally and 99 annual openings in the state.				Budget under development		
Leadership and Conflict Management.	MA	Social Sciences & Public Affairs/Public Policy & Administration	Boise/Southwest	Closely Related to Statewide Mission	Fall 2015	Traditional	The MA in Leadership and Conflict Management supports regional education and skill development in the use of large and small group conflict management processes. In particular, the program will build capacity to engage questions and resolve conflicts at the science-policy nexus.	Agencies and communities increasingly need or are required by law to engage in public deliberation of proposed policies, siting of dams or facilities, treatment of endangered species, and many other issues. The knowledge and ability needed to manage these thorny discussions is a unique skill set. In several areas, federal law requires public participation in science-based decisions. The new MA degree will focus on several of these processes. For example, U.S. Department of the Interior Technical Memorandum 86-68211-10-01 outlines how agencies can use Environmental Dispute Resolution and a variety of collaborative decision-making processes.				\$219,000 Reallocation/non-recurring	\$219,000 Reallocation/non-recurring	\$219,000 Reallocation/non-recurring
Biomedical Engineering	MS and MEng	Engineering/Mechanical & Biomedical Engineering	Boise/Southwest	Regional	Fall 2015	Traditional	The proposed degree programs will prepare students for engineering careers in the biomedical and allied health fields or PhD programs in biomedical engineering. The degrees are interdisciplinary and build on Boise State's strengths in biomechanics, biomaterials and nanomaterials research, instrumentation, and sports medicine.	Biomedical engineers analyze and design solutions to problems in biology and medicine with the goal of improving quality and effectiveness of health care. Biomedical engineers work in manufacturing, hospitals, research facilities of companies and educational medical institutions, and government regulatory agencies. The master's degree provides the background to design				\$388,000 Reallocation/recurring \$200,000 Reallocation/non-recurring	\$388,000 Reallocation/recurring	\$388,000 Reallocation/recurring

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								systems and products such as artificial organs, artificial devices that replace body parts, medical instruments and equipment. This program aligns closely with the national classification of Biomedical engineers: 1,310 annual openings are projected. In Idaho, those working in this field would most likely be classified as Engineers, All others or Mechanical Engineers, with a total of 88 annual openings expected.						
Health Care Emphasis in Executive MBA	MBA	Business & Economics, Health Sciences/Graduate Programs, Community & Environmental Health	Boise/Southwest	Regional	Fall 2015	Traditional	The program will be an addition to our Executive MBA program to create a special healthcare focus. An MBA degree is by design a broad-based overview of management, but for the proposed program, the applications, cases, and readings in this program will be healthcare-related. Healthcare leaders will supplement BSU faculty.	New health care legislation will expand insured care to 30 million US citizens and to approximately 126,000 individuals in Idaho. This legislation is designed to provide a patient-centered environment while decreasing health related costs. The sweeping changes require public health agencies, hospitals, clinics and insurers to rethink their business models and management strategies to ones that address health care through a population health framework. Not surprisingly, recent in-depth interviews conducted with key local leaders of a wide variety of public, private and non-profit health agencies collectively suggested that BSU "pursue offering a graduate degree that prepares professionals for intermediate to high level administrative/executive positions in health care." Interviewees expressed a significant need in the Treasure Valley and beyond for an MBA program in particular. Nationally, 14,000 annual openings are projected for Medical and Health Service Managers; 83 annual openings are projected for Idaho.					\$15,000 Student Fees Self-support	\$45,000 Student Fees Self-support
Dramatic Writing	MFA	Arts & Sciences/Theatre Arts	Boise/Southwest	Regional	Fall 2015	Traditional	A studio-based, experiential program to develop playwrights and screenwriters. Focused on advanced technical skills in dramatic construction; integration of elements of theatrical production in the development of scripts; use of theories and methods of script analysis, criticism, and dramaturgy; understanding of how theatre history and theory influence the creative process.	Despite the growth, increased quality and expanding national profile of the professional theatre in the Treasure Valley, there is no local graduate program in theatre arts. Our proposed graduate program will serve a growing number of theatre professional and amateurs in southern Idaho. Nationally, 4760 annual openings are projected for Writers and Authors, a broad category that will include playwrights and screenwriters.				\$215,000 Reallocation-recurring funds \$200,000 Reallocation-nonrecurring funds	\$220,000 Reallocation-recurring funds	\$225,000 Reallocation-recurring funds
Integrated Project Delivery Joint w/UI	MS	BSU - Engineering/UI - Architecture BSU Construction Management/ UI Architecture & Interior Design	Boise/Southwest	Regional	Fall 2015	Traditional	This BSU/UI collaborative graduate program will focus on integrated project delivery, the future direction in the designing and delivering constructed facilities. The degree will focus on professionals who want to acquire knowledge, skills, and credentials as leaders in the construction industry with emphasis in leadership and sustainability.	Integrated project delivery is the future of designing and delivering constructed facilities. Currently being adopted by a few industry innovators, integrated project delivery is the process of multiple project participants (designers, contractors, subcontractors) contractually sharing risk and reward collaboratively. It is a tremendously effective and efficient method of project delivery. The degree will meet the needs of the construction industry in Idaho, the Intermountain West, and the U.S. It will attract practicing professionals who hold degrees in				\$450,000 Reallocation/recurring funds \$100,000 Reallocation/non-recurring funds	\$450,000 Reallocation/recurring funds	\$450,000 Reallocation/recurring funds

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								associated disciplines (e.g., architecture, construction management, engineering, business). This program will attract the best and brightest students in the industry from all over the world. It will provide a positive impact on the University of Idaho, Boise and Boise State University academic community. Due to the nature of the program, it will develop rich relationships with significant Owner, Design, and Contractor organizations. Because this is a new field, there are no accurate estimates for market or for workforce need.						
Proposed offerings commencing 2016														
Public Sociology and Community Research	MA	Social Sciences & Public Affairs/Sociology	Boise/ Southwest	Regional	Fall 2016	Traditional	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors.	The Treasure Valley is the center of governmental and non-profit activities in Idaho. The program will produce researchers and statisticians able to help constituents to grapple with problems that emerge with population growth, urbanization, increasingly diverse communities, and shifting economic opportunities. In addition, the program will contribute to continuing teacher education in Idaho at the high-school level and college level. A needs assessment several years ago found that 33% of recent alumni polled said they were likely to enroll in a sociology master’s program were it available. A recent census of upper-division sociology students found that 43% were “very likely” or “somewhat likely” to enroll in such a program, and 70% of those interested in graduate training in sociology indicated that without such a program, they would not pursue a graduate education at Boise State.						\$32,000 Reallocation/ recurring funds FY19 \$98,000 Reallocation/ non-recurring funds
Teaching Writing Online	Graduate Certificate	Arts and Sciences English	Boise/ Southwest	Regional	Spring 2017	Online	The program will provide secondary and post-secondary instructors both theory and practice in course design, communication, and assessment in online writing instruction. Emphasis is on innovation and applied research through inquiry-based teaching and learning. It will be the first program nationally with this focus at the secondary and post-secondary levels.	Nationally, there has been exponential growth in secondary and post-secondary online writing course offerings, particularly in first-year writing, a discipline required on most college campuses. Surprisingly, however, no certificate program currently has been designed to equip educators to teach writing online in the best, innovative practices of online writing pedagogy. Our program aims to meet that need and to become the preeminent certificate program in the field of teaching writing online. Over 80% of graduate students and professionals surveyed feel coursework in teaching writing-intensive classes online would be somewhat or very valuable to them professionally in terms of their marketability as course instructors. Greater than half of respondents would be very or somewhat likely to enroll in such a program in the next three years. Because of the very new and very focused nature of this discipline, labor statistics are not						\$86,400 Student fees Self- support *same amount for FY19

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								appropriate for assessing workforce need.							
TESOL (Teachers of English to Speakers of Other Languages) and Applied Linguistics	MA	Arts and Sciences/ English	Boise/ Southwest	Regional	2016-2017	Traditional	The program will offer courses in applied linguistics, second language acquisition theory, and pedagogical strategies for teaching second language learners of English, primarily those who are not in U.S. K-12 educational settings (e.g., adult refugees and immigrants in Idaho and learners of English as an additional language in non-English-dominant countries).	The global spread of English has resulted in a huge demand for trained TESOL professionals. There is substantial need locally because of the increase in refugees, immigrants, and international college students, and around the world, with increasing populations studying English in their own countries. The need for qualified instructors locally was highlighted in the Mayor of Boise's Refugee Resources Strategic Community Plan, which included an Adult Education sub-committee to increase professional development opportunities for instructors and to forge better links between adult-serving educational programs. The proposed program is distinct from those of the Department of Bilingual Education/ESL, which focuses on preparing K-12 teachers. The most applicable job title in Department of Labor statistics is "Adult Basic and Secondary Education and Literacy Teachers and Instructors"; nationally 2600 annual openings are projected. For the state of Idaho, the most applicable job title is "other teachers and instructors;" 229 annual openings are projected.						\$170,000 Reallocation/ recurring funds	\$170,000 Reallocation/ recurring funds FY19 \$340,000 Reallocation/ recurring funds
Commercial Real Estate	Executive Master of Commercial Real Estate	Business & Economics/Graduate Studies	Boise/ Southwest	Regional	Fall 2016	Traditional with online components	The program will prepare professionals from all facets of the commercial real estate and development industry to succeed in the complex regional, national, and global environment.	The proposed degree will be relevant to all individuals in commercial real estate, including those whose current or desired positions deal with issues inherent in rural-urban shifts, transportation and infrastructure challenges, public-private partnerships, stewardship of the land and resources, and sustainable and livable communities. The community has expressed strong interest in a graduate program that is focused specifically on commercial real estate. There are over 250 companies in the region that are engaged in commercial real estate ventures and over 1,500 individuals directly employed in the profession. However, interviews with various companies and the Urban Land Institute indicate that most of these individuals do not have formal education in commercial real estate. No program similar to that proposed exists in the Intermountain West and few are elsewhere in the US.						\$100,000 Student fees-non-recurring Self-support	\$1,000,000 Student fees non-recurring Self-support FY19 \$1,400,000 Reallocation/ non-recurring funds
Athletic Training Program Administration	EdD	Education/Kinesiology	Boise/ Southwest	Regional	Fall 2016	Combination of online and fact to face	This program will prepare future leaders in athletic training education programs (ATP). All of the 350+ such programs in the US must have a designated Program Director with an academic affiliation and with board certification as an athletic trainer. Presently there are no known doctoral level programs of this type.	ATP Directors are required to be versed in preparation of accreditation documents, annual program reports, curriculum development including assessment, student records, coordination of clinical staff and course assignments, etc. Ironically, virtually all current sitting ATP Program Directors do not have						\$112,000 Reallocation/ recurring funds	\$112,000 Reallocation/ recurring funds FY19 \$112,000 Reallocation/ recurring

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								formal academic training in ATP administration, rather, they typically come from clinical backgrounds as athletic trainers. We anticipate the population served will be BOC Certified athletic trainers planning careers in higher education as ATP Program Directors (approx. 350 such programs nationally at present). With approx. 350 ATPs around the country, virtually all of which seek to hire a doctoral level ATP Program Director, we anticipate there will be significant demand for graduates from this program. The current industry standard title for the job these graduates will assume is "Athletic Training Program Director," or, alternatively, "Athletic Training Education Program Director."							funds
Computational Science and Engineering	Ph.D.	Engineering, Arts & Sciences/ Mechanical & Biomedical Engineering, Materials Science & Engineering, Electrical and Computer Engineering, Civil Engineering, Computer Science, Mathematics, Physics, Geosciences, Biology, and Chemistry	Boise/ Southwest	Regional	Fall 2016	Traditional	Computational science and engineering (CSE) uses mathematical modeling, numerical simulation, data analysis, and advanced computing technologies to understand complex problems in engineering and in the biological, physical, medical, and social sciences. CSE embraces computational Science as the third pillar of the scientific enterprise accompanying those of theory and experimentation.	CSE education and research are critically important to the nation as described in the June 2005 Report to the President entitled "Computational Science: Ensuring America's Competitiveness." Other indications of CSE's importance at the federal level are the Scientific Discovery through Advanced Computing program at the DOE, Computational & Data-Enabled Science and Engineering program at NSF, and the recent Big Data initiative by federal funding agencies. The CSE program will create a 21st century workforce that can understand and tackle pressing and unforeseen technological, social, financial, medical, and national security issues. Graduates will obtain positions as researchers in high tech industry, government, and have the ability to develop new industries. Graduates will have job titles such as Computational Scientist, Senior Engineer, Senior Research Scientists, Professional Data Analyst, and Assistant Professor. The program will also support development of collaborative research by faculty members, enabling them to address complex problems in emerging areas.						\$1,005,000 Reallocation/ recurring funds \$400,000 reallocation/ non-recurring funds	\$1,005,000 Reallocation/ recurring funds FY19 \$1,005,000 Reallocation/ recurring funds
Computer Science	PhD	Engineering/Comp uter Science	Boise/ Southwest	Regional	Fall 2016	Traditional	Graduates will be able to independently conduct research to solve problems in computer science, and apply written and oral communication skills individually and in team environments. Areas of emphasis include software, databases, systems, artificial intelligence, and security.	Benefits of the proposed program: First, graduates will become computer scientists and software developers. Nationally, 122,000 annual openings at all education levels are projected in computer science/software development; statewide, 179 annual openings are projected. Although only 5-10% of those will require a doctorate, a doctorate will greatly enhance the qualifications of those who enter the field. Second, doctoral students and their faculty mentors will conduct basic and applied research that will foster entrepreneurial collaboration and startups critical for our region. Third, the creation of the program will be a catalyst for research efforts of other disciplines,						\$1,000,000 Reallocation/ recurring funds \$1,000,000 Industry support	\$1,000,000 Reallocation/ recurring funds \$1,000,000 Industry support *same amounts for FY19

Boise State University – Proposed Programs

								including biology, physics, engineering, and chemistry. Fourth, the availability of a local doctoral program will reduce “brain drain” caused by local computer scientists who seek to advance their education elsewhere. Finally, the doctoral program will enhance the attractiveness of our undergraduate program, helping us reach our goal of graduating 200 students per year.						
Organizational Performance and Workplace Learning	Ph.D.	Engineering/Organizational Performance & Workplace Learning	Boise/Southwest	Regional	Fall 2016	Online	Graduates will have the theoretical and practical knowledge of needs assessment, program design, evaluation, and systems thinking needed to be practitioners and researchers focusing on organizational performance. Key tenets of the field are careful analysis of performance, development of multidimensional solutions that recognize system complexity, and use of multidisciplinary knowledge.	Benefits of the program: First, graduates will take jobs in human resources areas, especially in training. According to the U.S. Bureau of Labor Statistics, employment in these areas is expected to increase at an approximately 22% rate, in contrast to a projected increase of 11% for all jobs. This means that 13,680 new openings each year are projected nationally in those job areas; in Idaho 56 new openings each year are projected. Second, graduates will become practitioners in the field of organizational performance and workplace learning, either as workers within organizations or as consultants, charged with analyzing performance and making recommendations designed to improve organizational performance. No labor data is available for these practitioners. Third, graduate students and faculty mentors will conduct original research in a discipline with relatively few researchers, providing valuable insights into the factors that affect organizational performance					\$128,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds	\$131,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds FY19 \$134,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds

Boise State University – Proposed Programs

Proposed offerings commencing 2017														
Civil Engineering	Ph.D.	Engineering/Civil Engineering	Boise/ Southwest	Regional	Fall 2017	Traditional	The PhD program will focus on advanced theory and research in various facets of the profession with an emphasis on environmental research.							
Resource Economics	MS	Business and Economics/ Economics	Boise/ Southwest	Regional	Fall 2017	Traditional with online components	This program will focus on developing quantitative and analytical skills increasingly sought by private and public sector employers as well as high quality PhD and MBA programs. The program will include core courses in advanced theory and forecasting/econometrics as well as emphases in Regional Economic Development and Environmental & Resource Economics.							

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Lewis-Clark State College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Communication Arts	B.A./B.S.	Humanities	Lewiston/ North	Regional	Fall 2013	Hybrid	This major encompasses diverse forms of human communication in a variety of contexts and delivers theory and practice related to a broad range of communicative skills essential to many careers. The proposed curriculum replaces a distributive interdisciplinary section of 12 credits of course electives with a choice of focus areas. Three tracks would be offered (Professional Communication, Digital Visual Arts, and Public Advocacy), replacing the current emphasis (Communication).	The Communication Arts degree prepares students to work in human resources, business, media, public relations, administration, sales, teaching, and government. The Bureau of Labor Statistics (www.bls.gov) projects growth in occupations for which this degree prepares graduates: Education, Training, and Library; Arts, Design, Entertainment, Sports and Media; Sales and Related; Office and Administrative Support; Management. The Idaho Dept of Labor (labor.idaho.gov/workforceglance/LongTermOccupations) projects growth over the long term (2010 – 2020) in Human Resources; Training & Development Managers or Specialists; Advertising, Marketing, and Public Relations; Meeting & Convention Planners and related occupations. There are 42 Communication Arts majors at LCSC. We expect enrollment to grow to 50 over 2 years with the inclusion of emphasis areas. Students can complete the major in Lewiston or Coeur d’Alene, through on-site and online courses. Over 90% of surveyed LCSC graduates in all academic programs report successful post-graduate placement in career or continued education.			\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds		
Industrial Electronics (Electronics Engineering Technology Option)	Associate of Applied Science	Technical & Industrial	Lewiston	Region	Fall 2013	Face to face	The Electronics Engineering Technology (EET) program option will educate students to work with engineers in designing, evaluating, troubleshooting and repairing electronics equipment. The AAS degree is in Industrial Electronics with emphasis in Electronics Engineering Technology. EET students will study the first year of the Industrial Electronics curriculum, and the second year in the EET curriculum.	The EET degree will prepare graduates to work with power companies, manufacturing, the computer industry and the service industry by emphasizing the design and evaluation of new products, troubleshooting and repair. Electronic Engineering technicians who work with engineers, scientists, and manufacturers of electronic equipment and systems, represent one of the fastest growing segments of the workforce. Knowledge of mathematics, science and electronic equipment enables them to work in all areas of business and government, from research and development to installation, sales and customer		\$50,000 Other non-recurring funds	\$55,000 new PTE funding request \$100,000 other non-recurring funds	\$55,000 reallocation recurring funds \$55,000 new PTE funding request \$25,000 other non-recurring funds		

Lewis-Clark State College – Proposed Programs

								service. Typical positions available to graduates of the program include research and development (R&D) technician, technical representative (commercial or military), quality control technician, repair and installation technician, and production assistant/supervisor. A local manufacturer, estimates they will need 20 new employees in this area annually, and anticipate an additional 15% to 30% growth annually.						
Proposed offerings commencing 2014														
Environmental Studies	Minor	Social Sciences	Lewiston /North	Regional	Spring 2014	Hybrid	The proposed minor is an interdisciplinary program that introduces students to environmental science and to the social, political, economic, cultural, and philosophical dimensions of the human-environment relationship. It includes lower-division courses in the natural sciences and geography and upper-division courses in the social sciences, humanities, and natural sciences.	According to the Bureau of Labor Statistics, “employment of environmental scientists and specialists is projected to grow by 19 percent from 2010 to 2020.” An environmental studies minor would provide LCSC students an opportunity to gain a competitive edge in the growing field of environmental science and specialty. A student who obtained a Bachelor’s degree in biology, chemistry, or earth science and a minor in environmental studies would be well suited for an entry-level environmental science position or for admission into a graduate-level environmental science or similar program, such as those offered at University of Idaho. Similarly, the minor would be useful for social sciences and humanities majors in preparation for graduate school or entry-level positions in the public sector where there is need for employees who are knowledgeable about environmental issues and policy. We estimate that 5-10 students would declare this minor within two years of launching the program.			\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds		
Post-Baccalaureate Teacher Licensure	Certificate	Education	Lewiston/ North	Regional	Spring 2014	Hybrid	The Division of Education currently offers course work and internship experiences for post-BA/BS teacher candidates seeking to earn teacher licensure in elementary or secondary education. Completion of this program results in teacher licensure and a (proposed) certificate of completion.	The Division of Education currently offers course work and internship experiences for post-BA/BS teacher candidates seeking to earn teacher licensure in elementary or secondary education. Completion of this program results in teacher licensure and a (proposed) certificate of completion. Students who pursue this option complete its requirements mostly online. Currently 25 students are enrolled in this program. The United	The post baccalaureate certificate recognizes the completion of an existing course of study. In the past, an informal certificate was given to completers. Under this certificate option, the certificate is formalized and will be officially recognized on student transcripts, which will benefit graduates as they seek employment. Additional paperwork will be filed for each student at no cost to them and a minimal time commitment for the faculty advisor.					

Lewis-Clark State College – Proposed Programs

								States Bureau of Labor Statistics (www.bls.gov) has projected growth in employment opportunities from 2010-2020 for Kindergarten and Elementary teachers by 17% and for Secondary teachers by 7%. Providing program completers with a certificate of completion further recognizes their educational accomplishments and professional preparation to potential employers.						
Engineering	Associate of Science	Natural Sciences & Mathematics	Lewiston/ North	Regional	Fall 2014	Face-to-face	The Pre-Engineering program offers a local pathway into an Engineering degree through a one- or two-year (or three-year if developmental work is needed) program designed to prepare students for transfer to any accredited 4-year college or university for completion of a Bachelor's degree in Engineering	The engineering program offers students first- and second-year courses offered in a standard engineering curriculum including three semesters of calculus, differential equations, general education courses, physics, and foundational engineering classes. The program produces students that possess many of the capabilities described in the ABET 2000 engineering accreditation criterion. With a focus on developing communication, teamwork and problem solving skills, students in the program benefit from a diverse cohort, intimate class sizes, and opportunities for individualized instruction. Aligning teaching methodology with latest research in engineering education increase the retention of students in engineering that may otherwise leave. Students in the LCSC engineering program can enter any ABET accredited institution in any engineering discipline. Students enter their transfer institution at junior level, having completed most prerequisite courses. Because students will complete an Associate of Science in Engineering, transfer to other institutions is streamlined. LCSC engineering courses are aligned with other Idaho institutions.			\$3,300 reallocation recurring funds \$25,000 reallocation non-recurring funds	\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	
Exercise Science	BA/BS	Division of Education; Division of Natural Sciences and Mathematics (Joint Program)	Lewiston/ North	Regional	Fall 2014	Face-to-face	Offered jointly by the Divisions of Education and Natural Science and Mathematics, the Exercise Science degree program will prepare students with the skills and knowledge needed for entry into professional post-baccalaureate programs in the Allied Health Sciences and for a professional career in the Health or Fitness industry.	The Exercise Science program will serve the student population that seeks preparation in the skills and knowledge needed for entry into professional post-baccalaureate programs in Allied Health Science fields and for professional careers in the Health or Fitness industry. Students pursue this degree path at LCSC will need to enroll in courses offered at the Lewiston campus. The expected initial enrollment is			\$10,000 Other non-recurring funds	\$55,000 Appropriated new-recurring	Program growth will increase enrollment to justify 1.0 FTE for instructor in FY16. However, can manage the coverage through adjuncts for the near future.	

Lewis-Clark State College – Proposed Programs

								estimated at 30 students with a growth rate of 10% per year to a total enrollment of 60 students. The United States Bureau of Labor Statistics (www.bls.gov/ooh) has projected growth in employment opportunities from 2010-2020 for fitness trainers and instructors by 24%, in fields like physical therapy by 39% and occupational therapy by 33%. Approximately 75% of all accredited US Physical Therapy programs utilize PTCAS as their application system. The 2010-2011 PTCAS Applicant Data Report documented that Exercise Science was the most identified major of accepted PTCAS applicants.						
Proposed offerings commencing 2015														
Online Teaching	Minor; Teacher Education Endorsement	Education	Lewiston/North	Regional	Spring 2015	Hybrid	The Online Teaching Minor will prepare certified teachers in elementary and secondary education to understand the experiences of an online learner and with the skills and knowledge to teach in asynchronous and blended learning classrooms. Successful completion of this minor will lead to an Idaho (P-K-12) endorsement in Online Learning.	The Online Teaching Minor will prepare certified teachers in elementary and secondary education to understand the experiences of an online learner and the skills and knowledge to teach in asynchronous and blended learning classrooms. Students who pursue this minor can take classes on the Lewiston campus and online. The expected initial enrollment is 5 students with a growth rate of 5% per year to a total of 20 students. Successful completion of the requirements of the online teaching minor will lead to a state of Idaho (P-K-12) teaching endorsement in Online Learning. Teachers with multiple endorsements are enticing to employers. Furthermore, “today’s digital and information age has brought about a new and growing demand for educators who understand how use educational technologies to enhance teaching and learning...” (Lorenzo, 2011).				\$3,300 Reallocation-recurring funds \$30,000 reallocation non-recurring funds	\$3,300 Reallocation-recurring funds	
Women's and Gender Studies	Minor	Social Sciences	Lewiston/North	Regional	Spring 2015	Hybrid	Women’s and Gender Studies is an interdisciplinary minor that examines the ways that sex and gender emerge in different contexts (political, economic, social, and cultural). Courses in the minor will explore the competing theories of gender and feminist thought, and place them in their historical and contemporary contexts.	The Women’s and Gender Studies minor is geared toward a cross-section of students, giving them a foundation in diversity education. Students can complete the minor through on campus and online courses. This minor is designed to complement a student’s major and students would most likely not choose to go elsewhere for this program. Based on statistics from peer				\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	

Lewis-Clark State College – Proposed Programs

								institutions within the state, we estimate 12-18 students enrolled in any given year. Many of the elective courses for the minor have high enrollments, so we anticipate a reasonable demand for the program. The minor can help prepare students to work in business, education, the social sciences, public service, administration, and government. The Bureau of Labor Statistics projects growth in occupations for which this degree prepares graduates: State Government, Educational Services, Professional and Business Services, and Leisure and Hospitality. There are no barriers to competitive entry into this market.						
Professional Writing	Minor	Business Division/Education Division/Humanities Division/Natural Sciences & Mathematics Division/Nursing & Health Sciences Division/Social Sciences Division	Lewiston/ North	Regional	Fall 2015	Hybrid	This 21 credit minor emphasizes professional writing theory and practice appropriate for academic and professional contexts. Coursework is divided between foundational composition courses and writing-intensive courses in the disciplines. Students select courses appropriate to their major and career aspirations and develop a writing portfolio for assessment.	This minor is available to students pursuing a bachelor's degree at LCSC. It gives them the opportunity to learn, and document that learning, to write effectively for specific disciplinary and professional purposes, and contexts. Courses are offered on-campus and/or online in Lewiston and Coeur d'Alene. This minor targets students who seek to demonstrate strong writing and critical thinking skills to future employers. Industry demand for students with strong writing skills is significant. Based on a national poll of employers and graduates, and as part of its LEAP initiatives, AAC&U lists "the ability to write and speak well" among the Top Ten Things Employers Look for in New College Graduates" (http://www.aacu.org/leap/students/employerstopten.cfm). This minor reflects best practice for teaching and learning writing with multi-level curriculum and assessment occurring throughout a student's college career, not just in first-year composition. We anticipate 20 declared minors the first year, and up to 40 thereafter.				\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds

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College of Southern Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticipated Delivery Date	Method of Delivery	Program Description	Need Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2014														
Food Science Technology	AAS, TC, PC	Agriculture	Twin Falls/ Southwest	Regional	Fall 2014	Traditional	The Food Processing Program provides practical training and education to professionals working in, or who aspire to work in, the food processing industry. It provides the knowledge and skills needed to increase effectiveness, and progress in the industry; while providing the technical knowledge for making educated decisions about food handling and further processing. Students and employers will benefit from increased skills, knowledge, productivity and improved problem solving and communications. Current employees will benefit by enhancing their career options while employed in one of the largest industries in Idaho. Southern Idaho has a large food processing industry. The employment potential for students is great. This program is ideal for Food processing plant workers, supervisors, and managers. quality control and assurance personnel, supervisors and managers in related supplier and distributor firms, government regulators, or professionals seeking a career in the food industry	Idaho is the third largest dairy producing state in the US representing approximately 3,100 Dairy and Milk processing jobs in southern Idaho alone. Additionally, other food processing industries such as potato, vegetable, meat and aquaculture are located in southern Idaho. Local Food Processing business and industry are in need of educated and trained people.			\$139,000 Appropriated - New Funds (recurring and non-recurring funds) combined			
Proposed offerings commencing 2017														
Dietetic Technology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established guidelines, teach principles of food and nutrition, or counsel individuals.	This program has been requested by healthcare providers in the communities of South Central Idaho.						
Diagnostic Sonography	TC	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	A Sonogram Technician is a healthcare professional who conducts ultrasound examinations to help physicians diagnose and screen medical conditions. Sonogram technicians employ medical equipment using sound waves to capture images of internal tissues within the human body. These images are then used to diagnose such conditions such as cancer or to monitor fetal development in pregnancies.	This program has been requested by healthcare providers in the communities of South Central Idaho.						
Medical Lab Assistant	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff.	This program has been requested by healthcare providers in the communities of South Central Idaho.						

Proposed offerings commencing 2017													
Health Information Technology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Histology Technician	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	A Histotechnologist will prepare very thin slices of human, animal or plant tissue for microscopic examination. This is an important part of the intricate process of scientific investigation used in establishing and confirming patient diagnosis. Because of the histotechnologist's skillful application of sophisticated laboratory techniques, the seemingly invisible world of tissue structure becomes visible under a microscope.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Gerontology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Gerontologists are health care professionals who specialize in working with elderly patients. They provide their services to people in nursing homes, senior citizen centers, and other similar facilities. Applied gerontologists work directly with the elderly, communicating with and analyzing individuals, families, and groups. The growing population of retirees that are healthy and active promises to bring a new dimension to this field.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Viticulture	AAS, TC	Agriculture	Twin Falls/ Southwest	Region	Fall 2017	Traditional	Duties of the viticulturist include: monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position.	The local horticulture industry is asking the College to explore this possibility. The viticulture industry has spread across Region IV and is growing as part of the Snake River Appellation.					

College of Western Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticipated Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Medical Administrative Support	AAS	Business & IT Programs	Boise/ Southwest	Regional	2013-2014	Classroom & Online	This program prepares graduates for positions that combine clerical skills and word processing with specialization in medical terminology, anatomy, medical transcription, and medical coding. Jobs of this type may include transcribing reports, composing and processing correspondence, coding of diagnoses and procedures, completing insurance forms, maintaining financial records, greeting and scheduling patients, and other related duties.	The MAS program targets students living in the Treasure Valley, which has approximately 41 percent of the state's population, more than 607,000 people. Program classes are offered as seated classes and would require students living outside of the Treasure Valley to relocate; no online classes are available currently. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 40 per year. This program has been full since we first offered it in Spring 2011. In Fall 2009, research by Economic Modeling Specialists Inc. (EMSI) projected 44 job openings annually for medical administrative assistants in the Treasure Valley with median hourly earnings exceeding \$13. We project a growth rate higher than average for this program. Because of increasing services for an aging populace, the need for medical administrative support personnel is boundless. Students with recent felonies will not be accepted. Program capacity is limited to 20 first year students and 20 second year students; further growth is limited by resources.		\$65,800 Additional PTE funds request	\$67,714	\$69,685		
Proposed offerings commencing 2014														
Engineering	AS	STEM	Boise/ Southwest	Regional	2014-2015	Face-to-Face & Online	This program is an academic transfer program designed to prepare students to finish a Bachelor's degree in engineering at a four-year college. The course work emphasizes math, natural sciences, physics, engineering sciences and English. Students finish their general education core requirements at the transfer institution.	This program will serve degree-seeking students in the Treasure Valley, and we are discussing a scholarship partnership with UI to recruit minority students to the program. Students would take courses at a CWI location--some courses are offered online, but the degree in its entirety cannot be completed via distance learning. Students could attend Boise State at a higher tuition rate, or relocate to Twin Falls or Moscow. Enrollment should be 50 students. CWI currently offers the introduction course to Engineering which fills to capacity due to a 30 seat limitation. A degree program and full-time faculty must be in place before program expansion can occur. Three major universities in Idaho have requested that CWI implement an engineering program that would allow students to complete the first two years of study at CWI and then transfer to their institutions. Department of Labor data suggests that careers in the engineering field will grow by 27% between 2011 and 2019 in Idaho. A bachelor's degree is required for positions in engineering related fields, thus the importance of partnering with senior institutions statewide who offer baccalaureate degrees in Engineering.		\$80,800 New appropriated recurring/non-recurring funds combined New PTE funds request	\$67,714	\$69,685		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2014														
Light Duty Diesel-Hybrid Auto Tech	AAS, ATC	Transportation	Nampa/Southwest	Regional	2014-2015	Face-to-Face	This program prepare students with the skills needed to troubleshoot, repair, maintain, and test multiple types of advanced and hybrid automobiles, trucks, buses, light-duty consumer trucks, and diesel engines. Students study various manufacturers' engines, and examine how diesel power and performance is achieved. Special emphasis on Automotive Technology with emphasis in vehicle systems specific to electric and hybrid powered vehicles.	Target population includes students interested in the light-duty diesel/hybrid auto tech field. Students would be required to relocate as the majority of the program is laboratory learning using specialized equipment, currently offered only in Nampa. The majority of the student population that we would serve is already located in our service area and would probably not choose to go elsewhere. Annual enrollment will be 36 students. Changes in the automotive industry have created a demand for technicians trained to troubleshoot, repair, maintain, and test multiple types of advanced and hybrid automobiles, trucks, and buses. Industry demand for the combination of hybrid and diesel automotive repair business is 40%. According to the Idaho Career Information System (CIS), automotive service technicians and mechanics will have a "very high" growth rate for the future. Annual statewide openings are approximately 140 (per CIS). In order to enter the marketplace, a person needs to have specialized training in light duty diesel and or auto hybrid technology. The training must include hands-on practice in order to be competitive.		\$115,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714	\$69,685		
Software Development (Computer Programming)	AAS	Business & IT Programs	Boise/Southwest	Regional	2014-2015	Face-to-Face	This program prepares graduates for entry-level IT positions by helping students develop the keen problem-solving skills that are essential to understanding computer systems and finding solutions to challenges & skills that are in demand in a variety of industries, from private corporations to government agencies and more. This program also teaches several programming languages, database design, and web development.	This program targets students living in the Treasure Valley, which has approximately 41 percent of the state's population. Program classes will be offered as seated classes and require students living outside of the Treasure Valley to relocate; no online classes are anticipated. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 20 per year. Rapid growth and large student demand is due to an increase in the demand for computer software. Mobile technology, healthcare industry, and cyber security are examples of growth areas. Employment of software developers is projected to grow 30 percent from 2010 to 2020, employment of applications developers is projected to grow 28 percent, and employment of systems developers is projected to grow 32 percent. Local market capacity is 20 positions annually at a minimum. A bachelor's degree is required for many positions in software development, thus the importance of partnering with senior institutions statewide who offer baccalaureate degrees in software development. Finding qualified faculty to teach software development is challenging, since most developers can make significantly more in industry.		\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714	\$69,685		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2014														
Transportation Management	AS	Transportation	Nampa/ Southwest	Regional	2014-2015	Classroom/ Lab	This program is designed for professional drivers who are ready to advance to management or small business ownership. Students will learn business basics needed to run any operation: accounting, business communications, business writing, small business management, business law, computer applications, sales and marketing.	This program would serve all students interested in Transportation Management, including students enrolled in our Professional Truck Driving Program. Portions of the program can be taken via distance learning and the remaining portions utilize a laboratory setting and specialized equipment. The student population that we serve is already located in our service area and would probably not choose to go elsewhere. We expect to enroll 36 students annually in this program. Approximately 100 students register for the Professional Truck Driving Program annually. The industry has new regulations to comply with and is requiring an increase in driver knowledge to meet compliance. This program has been requested by the current Professional Truck Driving Program's technical advisory committee. Idaho Commerce & Labor, Research & Analysis Bureau projects an increase in Heavy and Tractor-Trailer Truck Drivers of 19% or 520 new jobs annually for next 10 years. Market capacity for program graduates will be 200 -500 plus positions annually. Barriers to this program include changes in marketplace requirements due to federal regulations regulating the trucking industry. To be competitive in the job market, additional training will be required.		\$8,000 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$3,000	\$3,000		
Proposed offerings commencing 2015														
Hospitality Management	AAS, ATC	Trade & Technology	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement.	Target population is students with interest in Hospitality field. Students would need to relocate - most courses are taken in a lab environment. Most of our students will come from the local area, & we estimate enrolling 36-48 students annually. About 50% of students currently in Culinary Arts have expressed an interest in a career in hospitality. Careers are expected to grow rapidly in the next several years w/ a large number of job openings. The accommodation and food services sector makes up about 8% of all employment nationally (Bureau of Labor Statistics). Between 2004 & 2014, the Hospitality industry is expected to add 17% in wage and salary employment, and jobs in food services and drinking places are expected to increase by 16 %. The market capacity is approximately 50-75 students per year. The hospitality industry as a whole lacks consistency & portability in training models and skills certifications. Many employers provide internal training programs for entry-level workers, which makes it difficult to monitor the content of training & skills required. Hospitality careers are often stereotyped as a low wage career with no opportunity for advancement which results in qualified workers are unaware of the range of opportunity in the hospitality sector.			\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2015														
Certified Medical Assistant	AAS	Health/Human Services	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	This program prepares students to assist health care providers in outpatient settings perform administrative and/or clerical tasks. Medical assistants are multi-skilled, allied health care workers who perform a variety of skills assisting health care providers with patient care.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 15-20 students annually in this program. According to Idaho DOL, Certified Medical Assistant jobs are considered a HOT JOB statewide and in the Southwest region. 2008 showed employment statewide as 1713, with 1014 of those employed in SW Idaho. Local hospitals are moving from hiring LPN's to CMA's to staff outpatient and inpatient clinics. HR units for both ST Al's and St Luke's hospitals are actively recruiting CMA's. Between 2008 and 2018 a projected increase of 32% statewide and 46% increase in SW Idaho. According to the DOL, annual openings statewide are 74 with 58 in SW Idaho. Market capacity is approximately 50-75 students per year. The range of opening varies with the healthcare setting, i.e. hospital clinics to private practices. Barriers to the program would be meeting the necessary prerequisites.			\$75,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		
Medical Lab Technician	AAS, ATC	Health/Human Services	Boise/ Southwest	Regional	2015-2016	Face-to-Face & Hybrid	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 12-15 students annually in this program. CWI students have asked for this specific training opportunity and health careers are currently in great demand. Projected job openings 2010-2010 is 55,100 with a mean hourly wage statewide of \$25.50 and \$25.80 in southwestern Idaho. Projected growth from 2010 to 2020 is 19. According to Department of Labor, graduates from this program will be in high demand. The range of openings varies depending on the region of the state and individual healthcare settings, ranging from hospital clinics to private practices. Barriers to entry would be the same faced by all pre-healthcare students: competitive grades on prerequisites, priority points for county of residence and experience.			\$279,600 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$143,428 New appropriated recurring/non-recurring funds combined		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2015														
Paralegal	AAS, ATC	Business & IT Programs	Nampa/South west	Regional	2015-2016	Face-to-Face	Known as paralegals, legal assistants, or lawyers assistants, this program prepares graduates to assist in the effective delivery of legal services to both the public and private sector of our society. Graduates are prepared to work in law firms, banks, corporations and government agencies.	The paralegal program targets students living within the Treasure Valley, which has more than 607,000 people. The paralegal program classes may be offered in a distributive model with other colleges and universities within Idaho. This may or may not require students living outside of the Treasure Valley to relocate; online classes may be the norm. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 20 per year. Paralegals may work in many areas of the law--civil litigation, bankruptcy, corporate, criminal, and more. This occupation attracts many applicants, and competition for jobs will be strong. Experienced, formally trained paralegals should have the best job prospects. Employment of paralegals and legal assistants is expected to grow by 18 percent from 2010 to 2020. Market capacity for paralegals is expected to be 20 positions annually. Barriers would include the cost of a law library and finding attorneys and paralegals to teach these classes and serve as adjunct faculty.			\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		
Pharmacy Technician	AAS	Health/Human Services	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	This program provides both technical and practical training which will enable graduates, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. This program provides students with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 12-15 students annually in this program. Students are requesting a credit bearing Pharmacy Technician program that would segue into ISU Pharmacy program. Number of jobs in 2010 according to one was 334,400 and they project a faster than average growth of 32%. The growth rate, according to One, between 2010 and 2020, will be 108,300. According to current reports for this market, we could supply 15-20 graduates per year without over saturating the market.			\$279,600 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$143,428 New appropriated recurring/non-recurring funds combined		
Proposed offerings commencing 2016														
Heavy Equipment Operator	ATC, TC	Transportation	Nampa/South west	Regional	2016-2017	Classroom/ Lab	This program will prepare the student to enter the equipment operations career field as an entry level operator. The program contains instruction and “hands-on” operation experience on machinery such as: bulldozers, backhoes, track excavators, etc. Students will also gain familiarity in interpreting construction grade stakes, safety procedures, and equipment maintenance as they apply to Heavy Equipment Operation. Class “A” Commercial Driver’s License (CDL) training and testing are an integral part of this program.	This program would target any student interested in becoming a Heavy Equipment Operator. Students would be required to locate as the majority of the program is laboratory learning using specialized equipment, currently offered only in Nampa. The majority of the student population that we would serve is already located in our service area and would probably not choose to go elsewhere. We expect to enroll 100 students annually. Student demand is about 200 - 250 students annually. Industry demand for this program is 16,280 annual openings nation-wide. According to the Idaho Occupational Employment and Wages Operating Engineers and Other Construction Equipment				\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request		

College of Western Idaho – Proposed Programs

								Operators will increase 4% or 50 per year. Current market capacity for program graduates is 200+ annual openings. Barriers for competitive entry into the heavy equipment operator field are mainly experience using heavy equipment. People wanting to become employed in this industry need to have training that includes practical application and use of a variety of heavy equipment.						
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North Idaho College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Pharmaceutical Manufacturing	AS	Natural Sciences	Coeur d'Alene/ North	Regional	Spring 2013	F2F, Internet, Hybrid	The Pharmaceutical Manufacturing AS is a comprehensive program that can be completed in 4 semesters. It is designed for students who desire careers in the research and production of pharmaceutical and medicine products. These products are used to treat disease and for the betterment of life. The production of these products requires a fundamental understanding of biology, chemistry, and manufacturing processes.	Allergy Labs Kopenhagen - this has been developed at their request. They have indicated they would need approximately 80 hires over the next 5 years. There are actually 12 Idaho biotech pharmaceutical companies and ALK has indicated that they should have the same needs. Transfer to major institutions within the state of Idaho. We have created 2 new classes and an internship.	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Public Relations	AA & AS/ Emphasis in Public Relations	Communications , Fine Arts & Humanities	Coeur d'Alene /North	Regional	Fall 2013 (FY 2014)	F2F, Internet, Hybrid	This course examines issues, tasks, and responsibilities of public relations practitioners in a variety of professional settings. Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics. This course will cover the theories and foundations of public relations and provide an overview of the principles, strategies, and practices of the profession. Legal and ethical issues facing public relations professionals will also be addressed. Multiple writing assignments address basic requirements of public relations professionals.	With faster than average occupation growth predicted for public relations specialists at 23% from 2010 to 2020, there is a growing demand for this program (Bureau of Labor Statistics 2012-2013). Further, the US Dept. of Labor explains that this growth "will be driven by the need for organizations to maintain their public image in a high-information age and with the growth of social media." This is not only a market worth capitalizing on, but an essential piece of an education for Communication majors. The majority of NIC's major transfer institutions have a public relations degree. Offering this program allows us to help students prepare for baccalaureate study in public relations or enter the career field.	0	0	0	0	0	0
Aerospace Technology-- approved	AAS/ATC	Trades & Industry	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Traditional	Aerospace Technology program is designed to prepare students for careers in the aerospace manufacturing and aviation maintenance industry. Instruction will consist of four (4) training subsets: General Aircraft Maintenance; Airframe; Composite Technology, Machining Technology and Non-Destructive Testing	A licensed airframe or power plant aviation maintenance technician may specialize in these areas: aircraft accessories, aircraft air conditioning and environmental control, aircraft engine overhaul, aircraft fabric repair, airframe overhaul, aircraft construction, aircraft and engine modification, helicopter maintenance, hydraulic specialist, and sheet metal repair. Potential positions include: airline aircraft maintenance technicians, A&P mechanics, military aircraft maintenance, self-employed aircraft operator, technicians, and sales.		\$25,800 Appropriated new \$740,488 Federal grant	\$148,107 Appropriated new \$612,381 Federal grant	\$200,482 Appropriated new \$560,006 Federal grant		
Proposed offerings commencing 2013														

North Idaho College – Proposed Programs

Hospitality Management	AAS/ATC	Business & Professional Programs	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Traditional	The Hospitality and Tourism industry continues to grow both locally and globally. These programs give students the skills needed to begin career paths leading to management of restaurants, hotel departments, on cruise ships, in casinos, at ski resorts, bed-and-breakfasts, banquet centers and catering services. Students will learn through both classroom instructions as well as mandatory hospitality-related field internships. The program focusses on leadership, teamwork, guest satisfaction, finance, safety and sanitation, as well as everyday operations.	The continued increase in tourism and business travel opens many opportunities for men and women to enter careers in the hospitality industry. These careers offer attractive surroundings and the opportunity for mobility and travel as well as excitement and adventure! Potential positions include: Management and supervisory positions in hotels, motels, and restaurants; promotional management; food and beverage restaurants; ownership in management of hotels, motels, restaurants; and many other career opportunities that are within the travel and tourism industry.		\$87,000 Appropriated new -PTE	\$67,000	\$67,000		
Fire Service Technology	AAS, ATC	Business & Professional Programs	Coeur d'Alene/ North	Regional	Fall 2013	Traditional Classroom	Fire Service Technology program is designed to prepare students for the fire service as a career fire fighter. Class instruction will include: basics of fire science; equipment; organization; fire service occupational safety and health; investigations; codes; and fire detection.	Increasing demands for better private, municipal and governmental involvement in fire prevention and suppression fields, and the implementation of more career fire departments in formerly volunteer-protected areas, will provide an increase in the demand for entry-level fire fighters. Potential positions include: Fire fighter, rescue worker, fire loss investigator, fire prevention technician, fire systems technician, fire equipment operator, dispatcher.	\$175,000 Appropriated new -PTE	\$90,000 Appropriated new -PTE Recurring funds	\$85,000 Appropriated new -PTE Recurring funds			
EMT/Paramedic	AAS	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Hybrid	Paramedics provide emergency care in pre-hospital and hospital settings. The education and training prepares paramedics to perform advanced procedures and allows them to administer medications. This program is being designed as a degree completion program and is a partnership with INHS. Upon completion of the Paramedic program at INHS's Health Training Network, students will have the opportunity to continue their studies to gain an Associate in Applied Science (AAS) in Paramedic at NIC. Beyond the AAS, students will have additional options of a Bachelor's degree in Paramedic from partner universities.	The Department of Labor projections for 2006-2016 anticipate an annual growth of 2.3%. North Idaho College is developing a partnership with Inland Northwest Health Services (INHS) which will offer the paramedic program. After completing this accredited program, students who choose to complete a degree will come to NIC to complete the degree requirements./The partnership with INHS will provide an opportunity of student to acquire an AAS degree as a Paramedic. NIC will assist in meeting the workforce need to north Idaho, without incurring the entire close of providing a paramedic program.		\$4,254 Reallocation/ Recurring funds	\$4,254 Reallocation/ Recurring funds	\$4,254 Reallocation/ Recurring funds		

North Idaho College – Proposed Programs

Proposed offerings commencing 2014														
Wastewater Lab Technician	AS Emphasis in Wastewter Treatment	Natural Sciences	Coeur d'Alene /North	Regional	Fall 2014 (FY 2015)	F2F, Internet, Hybrid	Under discussion with University of Idaho and Coeur d'Alene Wastewater Treatment personnel.	Recommended by University of Idaho and Coeur d'Alene Wastewater Treatment personnel. Anticipate needing between 8-12 graduates per year for the next 10 years.	0	0	0	0	0	0
Education Assistant Program	AA/ Emphasis in Education	Social & Behavioral Sciences	Coeur d'Alene/ North	Regional	Fall 2014 (FY 2015)	F2F, Internet, Hybrid	The academic certificate is a valuable degree option for students who seek employment as a paraprofessional and who seek to continue their education towards an elementary and/or special education certificate. The proposed academic certificate meets the Idaho State Board of Education requirement of 32 core credits needed to be gainfully employed as a paraeducator. Based upon advisory committees feedback (school district personnel), the purpose of this modification is to provide academic course work that will better prepare pre-service paraprofessionals for the workforce. A second purpose of the modification is to provide a career lattice for paraprofessionals. The proposed modification allows paraprofessionals to plan their educational pathway according to their career interest while giving school districts the opportunity to grow their own paraprofessionals. In other words, a pre-service paraprofessional can earn an academic certificate to an associate's degree, and then earn a bachelor's degree in elementary education and/or special education without leaving Coeur d'Alene.	The Occupational Outlook Quarterly estimated by 2012 we would need 541,000 teaching assistants in the U.S. Recommended by local school districts. Meet school district needs. Transfer to major institutions within the state of Idaho and could lead to a Bachelor's in Education and teacher certification.	0	0	0	0	0	0
Medical Laboratory Technician	AAS	NIC/Health Professions	Coeur d'Alene/ North	Service Region Program/ Service Region Responsi bility	Fall 2014 (FY 2015)	Hybrid	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease.	Kootenai Health Services (KHS) and the Idaho Rural Health Consortium desire to partner with NIC on a two year Medical and Clinical Laboratory Technician program. Classroom and lab would be offered at NIC with clinical offered at KHS and the rural hospitals. The estimated number of students to be enrolled is fifteen. While ONET reflects a change of 30% or 20 job openings through 2020, KHS and the Idaho Rural Health Consortium have been recruiting individuals outside the U.S. in order to meet their needs - a trend also occurring just across the border in Washington State. An MD who has			\$49,600 Seeking grant funds	\$49,600 Seeking grant funds		

North Idaho College – Proposed Programs

								recently relocated to Coeur d’Alene has contacted NIC to assist in gathering necessary equipment in an effort to assist in program development. Barriers consist of sustainable funding for faculty salaries/benefits.						
Dental Hygienist	AAS with Certificate Option	NIC/Health Professions	Coeur d'Alene/ North	Service Region Program Responsibility	Fall 2014 (FY 2015)	Hybrid	The degree awarded is an AAS degree with a certificate option. The program will prepare students to provide patient care, office assistance, and central supply and sterilization duties to dental offices. The didactic instruction will occur on the Coeur d'Alene campus, the clinical component will be taught at a dental facility in the community.	Dirne Health Center desires to partner with NIC on a two year Dental Hygienist program. Classroom, lab and clinical would be offered offsite at Dirne and those students outside the county would access via IVC for classroom with lab and clinical offered in the county in which the student resides. The estimated number of students to be enrolled is fifteen. According to ONET, Dental Hygienists are expected to grow rapidly (29% or higher by 2020) and projected to have large numbers of job openings (104,900 between 2010 and 2020). For Idaho specifically: 1,140 (2011) and 1,530 (2018) for a 35 % change or 60 job openings (estimate for job openings includes both turnover which results from people who leave the occupation e.g. quit, retire, death and new jobs that are created.)			\$49,600 Seeking grant funds	\$49,600 Seeking grant funds		
Proposed offerings commencing 2015														
Radiation Therapist	AAS	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2015 (FY 2016)	Hybrid	The program will prepare students to assist in the administration of various radiation therapy to treat cancer and other disease processes. The radiation therapist works under the supervision of a radiation oncologist and a radiation physicist in acute care and outpatient settings. Graduates of the program will be eligible to take the national certification exam offered by ARRT.	A thorough needs survey will be conducted prior to any specific planning occurs for this program./Employment is expected to grow much faster than average. Projections for growth between 2008 and 2018 is 27% according to US Bureau of Labor. The growing elderly population is expected to cause an increase in the number of people needing treatment. In addition, as radiation technology becomes safe and more effective, it will be prescribed more often, leading to an increased demand for radiation therapists. Growth is likely to be rapid across all practice settings, including hospitals, physician's offices and outpatient centers.				\$49,600 Seeking grant funds		

North Idaho College – Proposed Programs

Proposed offerings commencing 2016													
Surgical Technology	Certificate w/AAS Option	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2016 (FY 2017)	Hybrid	The program will prepare students to assist in surgical operations in acute care and outpatient settings. Upon successful completion of the program, graduates will be eligible to become certified by passing a national licensing examination. Surgical Technologists serve as members of the operating room team under the direction of licensed professionals and provide care for patients before, during and after surgical procedures.	Department of Labor Projections for 2006-2016 indicates an anticipated 2.5% growth in this field with 2 annual openings in north Idaho. Additional data obtained through an employer survey will be conducted to validate the need for this program prior to any additional program development. Although Idaho projections for surgical technologists appear low, the US Bureau of Labor projections indicate a 25% increase in employment of surgical technologists due to an increase in the volume of surgeries. The number of surgical procedures is expected to continue to rise as the population grows and ages. In addition, technological advances, such as fiber optics and laser technology, have permitted an increasing number of new surgical procedures to be performed and also have allowed surgical technologists to assist with a greater number of procedures.				TBD	

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Eastern Idaho Technical College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2014														
Energy Systems Electrical Engineering Technology	AAS	Business, Office and Technology	Southeast	Regional	Fall 2014	Classroom, Laboratory, Online	Energy Systems Electrical Engineering Technology (EET) prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems.	The U.S. energy industry is designated by the Department of Labor as a high growth/high demand industry. New generating and distribution capacity is being planned and/or built including fossil, nuclear and renewable energy sources. Both existing and new facilities will require the integration of advanced devices and technologies to monitor, condition, and transmit electricity. In addition to industry growth, retiring workers are not being replaced as quickly as they are leaving. The Idaho Department of Labor 2008-2018 report on high demand industries identifies 4 NAICS industry classifications that are career paths for this program.			\$78,000 Reallocation-Recurring funds	\$78,000 Reallocation-Recurring funds	\$78,000 Reallocation-Recurring funds	
Proposed offerings commencing 2015														
Heavy Duty Equipment Technician	AAS	EITC/Trades and Industry	Southeast	Regional	Fall 2015	Lecture/ Lab	The Heavy Duty Equipment Technician program at EITC will prepare students to enter the work force as entry-level or apprentice technicians. This new program will include an in- depth study of equipment repair and maintenance needs. The program prerequisites will consist of the current first year diesel classes.	The need for entry-level Heavy Duty Equipment technicians with postsecondary education is growing. According to the U.S. Department of Labor Bureau of Statistic, “The number of heavy vehicle and mobile equipment service technicians and mechanics is expected to grow about as fast as the average for all occupations. Those who have completed postsecondary training programs should find excellent opportunities, as employers report difficulty finding candidates with this training to fill available positions. Those without a formal background in diesel engine or heavy vehicle repair will face competition.” The need in the Idaho Falls region will be assessed by interviewing businesses that hire Heavy Duty Equipment technicians. The current average age of technicians in the heavy duty equipment industry is 55-60, many of whom are rapidly approaching retirement age, which will likely increase the demand for new technicians.				\$60,000 Reallocation – Recurring funds \$100,000 Appropriated - New Funds (thru PTE)	\$60,000 Reallocation – Recurring funds	

Eastern Idaho Technical College – Proposed Programs

Proposed offerings commencing 2015														
Welding Fabrication and Advanced Manufacturing	AAS	Trades and Industry	Southeast	Regional	Fall 2015	Lecture/ Lab	EITC’s Welding Fabrication and Advanced Manufacturing program will provide students with the necessary skills to enter the work force as an entry-level or apprentice welder/fabricator. Students will learn and perform a variety of current industry processes and procedures and will use industry standard state-of-the-art welding equipment.	The College’s Welding Advisory Committee recently reported the need for entry level welding fabricators/manufacturers is growing in the eastern Idaho region and the potential may exist to provide fabrication skill sets in the second year of the Welding Program. The Bureau of Labor Statistics reports that “Job opportunities are expected to be good for qualified applicants in the manufacturing sector, particularly in growing, high-technology industries.” The need in the Idaho Falls region will be assessed by interviewing local businesses that hire welding fabricators. Much like the Heavy Duty technician industry, the current average age of welders/fabricators in the industry is rapidly approaching retirement age which likely will increase the demand for qualified welder/fabricators.				\$60,000 Reallocation – Recurring funds \$200,000 Appropriated - New Funds (thru PTE)	\$60,000 Reallocation – Recurring funds	
Computer Security Technologies	AAS/ Emphasis	Business, Office and Technology	Southeast	Regional	Fall 2015	Classroom/ Laboratory	The Computer Security Technologies Program at Eastern Idaho Technical College will prepare students for entry-level positions in Information Technology Security. The curriculum gives students an understanding of security technologies including computer fundamentals, security information, and online security. Students will be trained for careers in information assurance, computer and network security.	Students from the Southeast Idaho region are requesting options to pursue careers within the Information Security field(s). Currently there is no program offered like this in our region. Estimated number of enrolled students is 20 per academic year. Current student demand for this program is 18-20. Industry demand for these skills is growing. The INL, ISSA, and Melaleuca have been asking EITC to develop a program to help fill their employee needs. Additionally President Obama's creation of the Cybersecurity Office and his declaration that "cyber threat is one of the most serious economic and national security challenges we face" and that "America's economic prosperity ... depends on cybersecurity." future workforce need is projected to grow significantly over the next 7 years, according to the DOL, the Job Outlook for Information Security Analyst "is expected to grow 22% from 2010 to 2020, faster than the average for all occupations".				\$83,878 Reallocation – Recurring funds \$47,000 Reallocation non-recurring funds	\$83,878 Reallocation – Recurring funds	
Registered Nursing (new option)	AAS	Health Professions	Southeast	Regional	Fall 2015	Classroom/ Laboratory/ Online	The new RN option will allow students to go from C.N.A. to RN without a forced "stop-out" between programs. There will be an exit for LPN if students select that option.	Nurses are currently in high demand. Several institutions are no longer hiring LPN's. Focusing on awarding RN degrees will aid these institutions and result in higher paying wages for graduates. The expected Idaho nursing			\$78,000 Reallocation-Recurring The current LPN & RN program budgets will	\$78,000 Reallocation-Recurring	\$78,000 Reallocation-Recurring	

Eastern Idaho Technical College – Proposed Programs

								shortage has been postponed due to current nurses delaying retirement, due to the economy. The delay cannot last forever and the community will have an increased need for trained healthcare providers. There will be a total of 60-80 students concurrently enrolled.			be combined.			
Pharm Tech	Certification	Health Professions	Southeast	Regional	Spring 2015	Hybrid	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component.	A phone survey of local pharmacies indicated an increased need for trained and certified Pharm Techs. As the local population ages, it is projected that better access will be needed for pharmaceuticals. New pharmacies have entered the area and most local pharmacies have expanded. EITC is tasked with meeting the technical work related needs of the local and regional areas of Eastern Idaho. Both of the new programs will result in technical certification for students to enter the work force. EITC currently offers Pharmacy Certification Testing through of workforce training program but would be able to offer training and certification with our new Pharm Tech Program.			\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	
Paramedic Program	AAS	Health Professions	Southeast	Regional	Fall 2015	Didactic/Lab/Clinical	The paramedic program will be offered as one of the PTE distributive modesl where a host college will teach the didactic part of the course and each institution will teach the skills and lab portion of the program.	The local need for qualified paramedics in Idaho Falls is low due to job satisfaction. However, there is a high need nationally. We have many students who are waiting for a place in the LPN program and the Paramedic program would offer another option. Local students would need to be willing to relocate to find employment. EITC offers a lower tuition and this may bring students from outside areas to receive training				\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Repeal Board Policy III.K, Credit for Prior Learning – First Reading and Proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction - First Reading.

REFERENCE

March 1999	Board approved the first reading of the proposed amendments to Board Policy III.K, Prior Learning.
April 1999	Board approved the second reading of the proposed amendments to Board Policy III.K, Prior Learning as amended.
December 2008	Board approved the second reading of the proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.K, Credit for Prior Learning and Section, III.L, Continuing Education/Off-Campus Instruction.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.L, Continuing Education/Off-Campus Instruction is to provide for collaboration among the state's two-year and four-year institutions in providing continuing education and to assist institutions in developing appropriate measures for ensuring student access.

Currently, Board Policy III.L provides coverage for off-campus instruction and includes defined primary service regions for each institution. Program delivery and service regions are already covered in Board Policy III.Z; therefore, staff proposes to strike out the language that deals with off-campus instruction in III.L and transfer the primary service regions section to III.Z. Additional amendments include a revised definition for continuing education and revised minimum standards for continuing education activities.

Staff evaluated other Board policies in Postsecondary Affairs to determine if those should be consolidated or merged with III.L. Staff identified Section III.K, Prior Learning, which provides general coverage for the awarding of credit. Continuing education and prior learning share components and related activities; therefore, staff determined to repeal III.K and transfer this language into a new section in III.L that would deal with credit for prior learning. Staff included a revised definition for prior learning and incorporated language for standards that would align with the Northwest Commission on Colleges and Universities.

IMPACT

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

Proposed amendments to Board Policy III.L will create efficiencies among existing policies and provide institutions and staff the necessary guidance for continuing education and credit for prior learning activities. These changes will also set the foundation for additional work to be done on developing a statewide framework for awarding credit for prior learning

ATTACHMENTS

Attachment 1 – Repeal, Board Policy III.K. Credit for Prior Learning Page 3
Attachment 2 – Proposed Amendments to Board Policy III.L. Continuing
Education and Credit for Prior Learning Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff determined that service region program responsibilities was inappropriately placed in Board Policy III.L, and should be included in Board Policy III.Z. Staff also determined that the collaboration and delivery component in this section was more appropriately addressed in Board Policy III.Z. as well.

In evaluating the similarities and overlap in continuing education and credit for prior learning, it appeared more appropriate to combine them into one policy. The changes to credit for prior learning are the minimum requirements or the (NWCCU) and Council on Academic Affairs Programs (CAAP) has agreed that a more detailed and comprehensive statewide policy is appropriate and necessary to ensure the Board's 60% goal can better be met. In that light, CAAP has determined to establish a workgroup to begin work this fall to evaluate best practice and make recommendations which CAAP will bring forward to the Instruction, Research, and Student Affairs (IRSA) Committee. This work will include recommendations from the Workforce Development Council and Educational Attainment Task Force to create a statewide portfolio approval process to award credits based on prior learning and experience.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to repeal Board Policy III.K, Credit for Prior Learning – First Reading.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning– First Reading.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
K. Prior Learning

April 2012

~~Prior learning, is the award of credit for knowledge acquired from work and life experiences, mass media, independent reading and study, Advanced Placement (AP), the College Level Examination Program (CLEP), challenge courses, American Council on Education (ACE) approved military education or experience, and competency testing. Credit for prior learning may be granted only at the undergraduate level. Each institution will establish its own policies and procedures for evaluating and awarding prior learning credit, subject to the following general Board policies and the policies of the Northwest Commission on Colleges and Universities.~~

~~Prior learning from institutions that are not accredited by a Board recognized accreditation agency has special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.~~

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~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. The six (6) area vocational-technical schools also are included. North Idaho College, the College of Southern Idaho, and the College of Western Idaho are excluded, except as specified in those policies designed to encourage inter-institutional cooperation.~~

~~Higher education in Idaho is committed, as part of its responsibility to the people of the state, to serving the needs of part-time students and adults requiring continuing education. The purpose of this policy is to ensure access and opportunities. Societal change, technological advances, certification requirements and licensing are but a few of the reasons why all institutions are committed to providing opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. The intent of these policies is to assist the college and universities in developing appropriate measures to ensure this access as part of their obligation to the people of Idaho. The policies also seek to encourage inter-institutional cooperation among the state's two-year and four-year institutions in providing continuing education. This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.~~

1. Definitions and Functions

~~a. Continuing education—Education shall mean educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to is the philosophy and the process under which an institution, organization, agency, or individual provides organized learning activities for the professional or personal development of adults whose primary role is ordinarily something other than a student. Continuing education usually involves off-campus, weekend, or evening instruction, but it may also include daytime and on-campus instruction. The general functions of continuing education include, but are not limited to, the enhance lifelong learning, personal development and cultural enrichment of the individual and community; , licensing and certification for professional and practitioner qualification; and credential and degree achievement.~~

~~Of these functions, personal development and cultural enrichment are offered for non-credit.~~

~~b. Credit for Prior Learning shall mean demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.~~

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2. Minimum Standardsa. Continuing Education Activities

i. Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).

ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee.

1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

b) procedures for the approval of courses, programs, or activities;

c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

f) the keeping of student records for such activities as admission, academic performance, and transfer credit.

2) Non-credit activities and other special programs shall abide by nationally accepted practices:

a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

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- b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. Credit for Prior Learning

All credit for prior learning must be guided by approved institutional policies and procedures, and institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

Institutional Policies and Procedures

~~Each institution must establish appropriate administrative structure and internal operating policies and procedures to provide continuing education opportunities for Idaho citizens consistent with Board policies.~~

- ~~— a. Continuing education activities that complement but do not directly compete with institutional programs may be conducted on-campus.~~
- ~~— b. Any such credit activities offered on-campus must provide for the enrollment of full-time, on-campus students at no additional general education fee, with the exception of approved laboratory fees.~~

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~~3. Primary Service Regions~~

~~The Board has established primary service regions for the college and universities and vocational technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established by legislative statute, Section 33-2101, Idaho Code. The delineation of primary service regions does not preclude an institution from offering courses and programs in regions where the offerings are consistent with the institution's role and mission (see 5. Unique Programs).~~

~~a. Academic~~

~~The three (3) primary service regions of the college and universities are:~~

~~North (Primary service region of Lewis-Clark State College, North Idaho College, and the University of Idaho.) The service area shall be the entire panhandle, south to and including Riggins. Within this area, North Idaho College serves lower division undergraduate needs in the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone; Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in those counties. Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in the ten (10) county region that includes the counties of Nez Perce, Clearwater, Latah, Lewis, Idaho, Benewah, Bonner, Boundary, Kootenai, and Shoshone. The University of Idaho serves the graduate needs of the entire region.~~

~~Southwest (Primary service region of Boise State University and the College of Western Idaho.) The service area shall be the southwestern section of the state to be bounded by Nevada on the south, Oregon on the west, north to and including New Meadows, and east to Glenns Ferry inclusively.~~

~~Southeast (Primary service region of College of Southern Idaho and Idaho State University.) The service area shall be the southeastern section of the state to be bounded by Montana, Wyoming, Utah, and Nevada, to the north, east, and south respectively, and a perpendicular line extending from north to south to include Stanley, Fairfield, and Bliss. Within this area, the College of Southern Idaho serves lower division undergraduate needs in the counties of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls; Idaho State University serves non-competing, lower division undergraduate needs of this ten-county area as well as upper division, undergraduate and graduate needs of the entire region with the exception that Boise State University will provide the ten-county area with business programs at the undergraduate and graduate level.~~

~~b. Professional-Technical Education~~

~~Postsecondary vocational technical education is delivered by six (6) institutions, each having responsibility for serving a multi-county region. The designated regions, their service institutions, and constituent counties are:~~

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~~Region I (Primary service region of North Idaho College): Benewah, Bonner, Boundary, Kootenai, and Shoshone.~~

~~Region II (Primary service region of Lewis-Clark State College): Clearwater, Idaho, Latah, Lewis, and Nez Perce.~~

~~Region III (Primary service region of College of Western Idaho): Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington.~~

~~Region IV (Primary service region of College of Southern Idaho): Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.~~

~~Region V (Primary service region of Idaho State University): Bannock, Bingham, Bear Lake, Caribou, Franklin, Oneida, and Power.~~

~~Region VI (Primary service region of Eastern Idaho Technical College): Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton.~~

~~c. Implementation Procedures~~

~~(1) When a primary service region is served by more than one postsecondary institution, an agreement must be developed by the institution which details the implementation strategies consistent with policies 3.a-b above.~~

~~(2) An institution desiring to offer instructional activities in a service region assigned to another institution must request permission from the other institution at least thirty (30) days prior to offering or scheduling a course or program and must document, through a survey of potential students or other appropriate means, an unmet need of the residents of that service region. If the course in question is likely to be transferred into a program of the primary service institution, documentation must include a course syllabus. The institution having primary service area responsibility must within thirty (30) days concur that a legitimate unmet need exists, and it may independently or cooperatively with the requesting institution offer activities to meet the documented need. If the primary service institution chooses not to offer activities to meet the documented need, the requesting institution may do so.~~

~~(3) In addition to the documentation, the requesting institution must meet the minimum standards for continuing education activities as stated in these policies and procedures.~~

~~(4) If the Board's minimum standards and an unmet program need of service for region residents are appropriately documented, a letter of agreement is drafted and signed by the chief academic officer of each institution involved and submitted to the Office of the State Board for review and information.~~

~~(5) Conflicts between institutions regarding primary service regions are submitted in writing first to the respective chief academic officers and secondly, if resolution is not achieved, to the Board's chief academic officer for review and resolution.~~

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~~(6) An institution may, with prior Board approval, establish off-campus centers for instructional activities. The establishment of off-campus centers and the offering of courses or programs at those centers are to be governed by the concept of primary service regions outlined in this section and policies on Program Approval, Section III.G. A roster of all Board approved off-campus centers, programs, and program sites are maintained at the Office of the State Board of Education.~~

43. Service Regions and ~~Inter-Institutional Cooperation~~ Collaboration

~~The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code, and identified in Section III.Z. Institutional chief academic officers will develop letters of agreement~~ Memorandums Of Understanding ~~to facilitate inter-institutional cooperation~~ collaboration between the institutions consistent with Section III.Z.b.ii. ; the letters, unless otherwise indicated by the Board, will be retained on file at the institutional level. The letters will indicate institutional cooperation and support with regard to:

~~— a. — Continuing education activities within respective primary service regions offered at off-campus site locations.~~

~~— b. — Their willingness to cooperate with one another by making contact with their counterparts at the other institutions when requests are received from interested Idaho citizens concerning continuing education courses or programs not available at their institutions.~~

~~— c. — Their acceptance of areas of subject matter expertise or approved programs available only at a given institution, thereby encouraging the administrator receiving the request to refer it to his/her counterpart at another institution who can provide the subject matter expertise from that institution.~~

~~— d. — Their institutions' participation in the approval of another institution's teaching faculty to offer cross-listed courses for their institutions.~~

~~— e. — Their willingness to cooperate with each other in the offering of programs on an inter-institutional basis in those subject matter areas that are interdisciplinary in scope, making use of appropriate faculty from two (2) or more institutions.~~

~~f. — Exchanging continuing education course/program activities schedules to ensure open communication and to ensure cooperation in the delivery of continuing education activities to the citizens of Idaho.~~

~~— g. — Offering non-competing courses and programs for which there is a demonstrated need at off-campus centers.~~

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~~Upon request by the Board office, each institution will submit a report concerning cooperative agreements and institutional continuing education activities during the current academic year and will clearly identify all off-campus instructional credit hours and headcount enrollments.~~

5. ~~Unique Programs~~

~~A unique program is defined as an academic or vocational program which is offered by and available at only one (1) of the institutions under the governance of the Board.~~

- ~~a. An institution desiring to offer one (1) or more of its unique programs in a "primary service region" of another institution shall inform the chief academic officer at the assigned service region institution.~~
- ~~b. Courses which are unique to the specific program and not available through the assigned service region institution may be offered by the requesting institution upon notification of the respective chief academic officer at the assigned service region institution.~~
- ~~c. Courses which are not unique to the specific program and available through the service region institution may be offered by the service region institution in cooperation with the requesting institution. If an assigned service region institution does not desire to offer the necessary courses for the unique program, the requesting institution may offer the courses.~~
- ~~d. Any conflicts which may occur in programs previously approved by the Board must be first submitted to the respective chief academic officers and secondly, if not resolved, to the Board's chief academic officer for review and resolution.~~

6. ~~Minimum Standards for Continuing Education Activities~~

~~The following minimum standards are established for continuing education activities of the Board's institutions and agencies. The community colleges are encouraged to comply with these minimum standards.~~

~~a. All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:~~

- ~~(1) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;~~
- ~~(2) procedures for the approval of courses, programs, or activities;~~
- ~~(3) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort.~~

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~~_____ (4) _____ the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;~~

~~_____ (5) _____ the support offered by library, classroom, laboratory, and other resources;~~

~~_____ (6) _____ the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and~~

~~_____ (7) _____ the keeping of student records for such activities as admission, academic performance, and transfer credit.~~

~~_____ b. All academic credit and non-credit activities must conform to institutional role and mission policies approved by the Board (Section III.L.) and to primary service region policies outlined in 3.a-b above.~~

~~_____ c. No institution will offer undergraduate or graduate courses or programs unless there is reasonable access to faculty, library materials, and other resources of the appropriate on-campus units because of the heavy and sophisticated demands made by some undergraduate and graduate courses, programs, or activities upon:~~

~~_____ (1) library resources (and, in appropriate cases, laboratory and clinical resources);~~

~~_____ (2) _____ the availability of a sufficient number of advanced faculty members in the academic unit to confer and decide on evaluation of student progress in all aspects of courses, programs, activities, and research; and~~

~~_____ (3) _____ the availability of faculty members in related fields for advice and guidance and service on examining committees.~~

~~_____ d. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution, i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council, and approved by the chief academic officer or his or her designee as meeting these standards.~~

74. Continuing Education Fees

~~_____ Fees for Continuing continuing education and credit for prior learning shall be assessed consistent with fee policies are provided in Section V.R.~~

8. Non-Credit Activities

~~Continuing education non-credit activities provide for certification and recertification, licensure, professional development and promotion, job skills upgrading and retraining, and recreation and life enrichment. These activities may be measured by such recognized~~

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~~national standards as the Continuing Education Unit (C.E.U.), which is a non-credit unit requiring ten (10) contact hours of participation in an organized activity under the sponsorship and direction of qualified instructors, and they should adhere to the Principles of Good Practice in Continuing Education as a framework for quality assurance.~~

~~9. External Degree Programs~~

~~In order to maximize the availability of the educational resources of the Idaho system of postsecondary education, the State Board of Education authorizes the offering of external degree programs.~~

~~a. Definition~~

~~An external degree program is defined as an organized curriculum leading to a degree offered in whole or in part with on-campus residency requirements by a system institution at an off-campus site.~~

~~b. Policy~~

~~External degree programs may be offered on the campus of another, cooperating system institution or at any other appropriate location approved by the Board. Authorization to offer an external degree program will be granted only upon a clear demonstration by the requesting institution that all necessary facilities, faculty, staff and other supporting resources are available or can be provided at the off-campus site to maintain program standards equal to those maintained on campus. While another system institution may cooperate in the offering of an external degree program, the institution authorized to offer the program shall be charged with the full responsibility for its management and quality. External degree proposals may be submitted only from those institutions having authorized degrees in the disciplines proposed. Approval of a substantive change in an existing program may be required by the Northwest Association Commission on Colleges following Board approval of an external degree program and prior to program implementation.~~

~~The applicable board policies of PROGRAM APPROVAL (Section III.G), PROGRAM REVIEW (Section III.H), and SERVICE REGION (Subsections 3-6 above) shall apply to the development and offering of external degree programs. Institutions submitting proposals for external degree programs shall follow Board policy and the procedural guidelines established by the Academic Affairs and Program Committee for approval of new programs.~~

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2013****~~10. Alternate Delivery Systems for Continuing Education~~**

~~The Board encourages the development, establishment, and implementation of alternate delivery systems for continuing education activities. Any such alternate delivery system will maintain comparable standards as are expected for on-campus courses and are subject to all policies and procedures outlined in 1-9 above.~~

~~a. Correspondence Study~~

~~The Correspondence Study Program offers another continuing education opportunity to Idaho citizens. The Correspondence Study Program is administered by the University of Idaho in cooperation with the other institutions and is a statewide program. Credit earned through correspondence study will be accepted as any other credit activity in accordance with the policies and procedures established by each institution.~~

~~b. Idaho Educational Public Broadcasting System~~

~~Courses for credit or telecourses may be offered by an institution through the Idaho Educational Public Broadcasting System through the cooperative efforts of one (1) or more institutions.~~

~~c. Other Media Delivery~~

~~Other media instructional delivery systems, such as radio, video cassette tape, television, computer assisted, ITFS (Instructional Television Fixed Service), and microwave are also encouraged and are required to meet academic standards as established by the policies and procedures of the involved institution as approved by the chief academic officer.~~

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

First Reading, Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.

BACKGROUND/DISCUSSION

On April 17, 2013, Board staff held a work session with the Provosts to discuss the Five-Year Plan and potential concerns with proposed program plans and potential collaborations. This process led to a discussion on the need to revisit the statewide program responsibilities and make corrections to program titles and degrees to align with current trends and national standards.

At the Board's June 19, 2013, meeting, Board staff discussed proposed corrections to the statewide program responsibilities listed in Board Policy III.Z. While Boise State University (BSU) did not request significant corrections, Idaho State University (ISU) had several amendments that included adding their existing Ph.D. in Clinical Psychology program. Currently no other institution offers this program and BSU and University of Idaho (UI) were supportive of this addition. ISU also included their Doctor of Nursing Practice to reflect the shared responsibility with BSU. The UI made several amendments to the degree titles of their statewide program responsibilities in an effort to more accurately reflect the current degree titles in natural resources and agriculture. The UI is requesting the addition of one new statewide program in Fire Ecology and Management. There is also new language related to the UI's WWAMI and W-I Vet med programs. This language comes directly from the original Board approved Mission for the UI.

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At the June 2013 Board Meeting, the Board agreed to review the corrections and provide staff with any feedback or comments. Staff received minimal feedback from Board members. A final draft with changes is being presented to the Board for their consideration.

In addition to the proposed corrections to statewide program responsibilities, staff is bringing forward proposed amendments to Board Policy III.Z that address online program delivery. Currently, Board Policy III.Z does not provide coverage for programs offered online, through correspondence, continuing education courses, or dual enrollment courses for secondary education. At the June 6, 2013, Instruction, Research, and Student Affairs (IRSA) Committee meeting, IRSA was provided with an update on the Five-Year Plan, which included a list of programs that institutions identified needing additional discussion due to either delivery methods and/or potential misalignment with statewide program responsibilities. Due to the number of online programs recently developed and those projected for the future, IRSA wondered if existing language in Board Policy needed to be addressed to provide coverage for online program delivery. To that end, IRSA charged the Council on Academic Affairs and Programs (CAAP) with evaluating existing policy and providing a formal recommendation to IRSA and the Board. On June 27, 2013, CAAP met to discuss the application of existing policy related to online program delivery and if policy revisions were necessary. CAAP determined that Board Policy III.Z should not apply to online programs but recommended that a definition for online should be added to policy.

In reviewing other Board policies in Postsecondary Affairs staff determined Section III.L, Continuing Education/Off-Campus Instruction had significant overlap and areas that should be consolidated into Board Policy III.Z. The intent of this policy is to assist institutions in developing appropriate measures to ensure access and encourage collaboration among the state's two-year and four-year institutions in providing continuing education. Staff proposes to transfer sections of Board Policy III.L, relating to primary service regions to Board Policy III.Z.

IMPACT

Proposed amendments to Board Policy III.Z will provide greater clarity, create efficiencies among existing policies, and provide institutions and staff the necessary guidance for online program delivery.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed the entire section of Board Policy III.L and determined that the section related to primary service regions needed to be moved to Board Policy III.Z as it specifically relates to program planning and delivery. Additional policy

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AUGUST 15, 2013

amendments include adding a definition for online programming. Since the creation and implementation of Board Policy III.Z, the issue of online program delivery had not been addressed. At the request of IRSA, CAAP reviewed existing language for online program delivery. They determined that Board Policy III.Z should not apply to online programs, but that, at a minimum, a definition for online was necessary.

On July 25, 2013, proposed amendments to Board Policy III.Z were presented to IRSA, which included a discussion on proposed amendments to statewide program responsibilities. IRSA discussed the addition of PhD degrees for programs institutions currently have the responsibility for at the bachelor's and master's level. IRSA recommended those be added as part of institution's responsibilities when the PhD is the natural progression for the program or terminal degree. To that end, ISU is also adding the PhD to the Health Physics program which is already on the program list and the UI is adding their PhD in Natural Resources, which was not on the original list. It's important to note that the PhD in Natural Resources provides a student with the option to select an emphasis area; therefore, to represent this, the UI's list includes the Ph.D. in Natural Resources for each of those emphasis areas.

Staff worked with the universities to review the current statewide responsibilities to ensure the degree titles and levels are accurate. Additionally, staff worked with the institutions to address concerns over additions or deletions of statewide responsibilities. Staff also included a revision to the UI's statewide responsibility statement to reflect their assignment for regional medical and veterinary medical education in which the state of Idaho participates.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses

June 2011

The purpose of this policy is to ensure that Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). It is the intent of the State Board of Education (the Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, ~~offered at a distance through electronic means, correspondence or continuing education courses,~~ or dual enrollment-credit courses for secondary education.

1. Definitions

- a. ~~"Statewide Program"~~ shall mean an particular educational program identified by the Board to be delivered by a single-particular institution based on that institution's unique strengths, and to be delivered by that institution in all regions of the state. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program responsibilities. ~~which meets statewide educational and workforce needs.~~
- b. ~~"Statewide Program Responsibility"~~ shall mean ~~an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.~~
- ~~c.~~ b. ~~"Service Region Program"~~ shall mean an educational program identified by the Board to be delivered by the a Designated institution within its respective service region that meets regional educational and workforce needs.

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GOVERNING POLICIES AND PROCEDURES

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SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses

June 2011

~~d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.~~

~~e.c. "Designated Institution" shall mean an institution whose main campus is located in a service region as identified in Section subsection III.L.b.ii.1)-2) below.-3.~~

~~f.d. "Partnering Institution" shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility—responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibilityresponsibility, offers and delivers a statewide educational program.~~

2. Planning and Delivery Process and Requirements

a. Planning

i. Five-Year Plan

~~The Office of the State Board of Education (OSBE)~~Board staff shall, utilizing the Institution Plans submitted ~~to OSBE~~, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board every two years.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer ~~(CAO)~~, create and submit to OSBE Board staff a rolling five (5) year academic plan, to be updated every two years, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities—responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Institution Plan

Institutions assigned a Statewide Program Responsibility—shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility—shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities—responsibilities. At a minimum, for new Statewide Programs anticipated to be offered within three (3) years of approval of the Institution Plan, each Institution Plan shall include the following:

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- A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums-Memoranda of Understanding (MOU's), if any, entered into with Partnering Institutions pursuant to Subsection b.iii. below.

2) Service Region Program Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver ~~a Service Region Program. A Designated Institution shall include in its Institution Plan all current and proposed programs offered or to be offered~~ that respond to the educational and workforce needs of its primary service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its primary service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities responsibilities if applicable) located outside of the primary service region to deliver the program in the primary service region ~~in accordance with Subsection b.ii.1)-as set forth in Subsection b.ii.1).~~ below. The Institution Plan developed by a Designated Institution shall include at a minimum the following:

- The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the primary service region, or outside of the primary service region, by the Designated Institution and the resources to be employed.
- A description of Service Region Programs-programs offered, or to be offered, in the primary-Service-service Region-region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the primary service region by an institution with Statewide Program Responsibilitiesresponsibility, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibilityresponsibility.

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- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions ~~pursuant to Subsection b.iii. as set forth in Subsection b.iii.~~ below. If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.

3) Plan Updates

Every two years, on a schedule to be developed by the Board's Chief Academic Officer, Institution Plans shall be updated and submitted to ~~OSBE~~ Board staff as follows:

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination at least sixty (60) days prior to submitting to ~~OSBE~~ Board staff.
- Following review by CAAP, Institution Plans shall be submitted to OSBE Board staff. Upon submission of the Institution Plans ~~to OSBE~~, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- In the event the Board's Chief Academic Officer recommends material changes, they ~~CAO~~ shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board's Chief Academic Officer shall then provide recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by OSBE Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy. ~~The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of~~ Section III.G.

b. Delivery of Programs

i. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

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Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Community & Regional Planning	M.S., M.C.R.P., Ph.D.
Social Work (Southeast Region <u>V-VI</u> — shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	M.S. <u>Au.D.</u> , Ph.D.
Physical Therapy	M.S. <u>D.P.T.</u> , Ph.D.
Occupational Therapy	M.S. , M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest <u>Region III</u> shared w/ BSU)	M.S., <u>D.N.P.</u>
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S., <u>Ph.D.</u>
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
<u>Clinical Medical</u> Lab Science	B.S., M.S.
<u>Clinical Psychology</u>	<u>Ph.D.</u>

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas, as well as responsibility for Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) regional medical education, and W-I (Washington-Idaho) veterinary medical education in which the state of Idaho participates:

Program Name	Degrees
Law	J.D.
Architecture; <u>Integrated Architecture & Design</u>	M.S. , <u>B.S.</u> Arch., <u>M. Arch.</u> ; <u>M.S.</u>
Landscape Architecture	M.S. , <u>B.S.</u> Arch., <u>M.L.A.</u>
Interior Design	<u>B.I.D.</u> , M.S.
<u>Agriculture</u>	
Animal & <u>Veterinary Science</u> ; <u>Animal Science</u>	B.S. <u>A.V.S.</u> ; M.S.: <u>DVM</u>
Plant Science	M.S., Ph.D.
Agricultural Economics; <u>Applied Economics (Agricultural)</u>	B.S. <u>Ag.Econ.</u> ; M.S.

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Food Science	B.S. F.S. , M.S., Ph.D.
Veterinary Science	M.S., DVM
Natural Resources	
Forestry & Forest Products Resources; Natural Resources	B.S. For.Res. ; M.S., M.N.R. (Distance Ed), Ph.D.
Forest Products Renewable Materials; Natural Resources	B.S.Renew.Mat.; M.S., M.N.R., Ph.D.
Wildlife Resources; Natural Resources	B.M.S.Wildl.Res.; M.S., M.N.R., Ph.D.
Fisheries-Fishery [Resources]; Natural Resources	B.S. Fish.Res. ; M.S., M.N.R. Ph.D.
Natural Resource Conservation; Science Natural Resource	B.S. Nat.Resc.Consv. ; M.S., M.N.R. , Ph.D.
Range land Science Ecology & Management; Natural Resource	B.S. Rangeland.Ecol.Mgt. ; M.S., M.N.R., Ph.D.
Fire Ecology & Management; Natural Resources	B.S.Fire.Ecol.Mgt.; M.S., M.N.R., Ph.D.

~~Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have Statewide Programs.~~

ii. Service Region Program Delivery

The Board has established primary service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program ~~Responsibility~~responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned primary service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution serving lower division undergraduate needs. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving non-competing, upper division undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving lower division undergraduate needs. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving non-competing, upper division undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution serving lower division undergraduate needs. Boise State University is the Designated Institutions serving upper division undergraduate and graduate education needs.

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Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution serving lower division undergraduate needs. Idaho State University is the Designated Institutions serving upper division undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving lower division undergraduate, upper division undergraduate, and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving lower division undergraduate, upper division undergraduate, and graduate education needs.

2) Professional Technical Service Regions

Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

4)3) _____ Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated

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Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
- A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

~~2)4)~~ _____ Designated Institution's First Right to Offer a Program

The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to

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review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibilities-responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and OSBE-Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibilities-responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution Statewide Program Responsibilities-responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities-responsibility, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility of a location other than the campus or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

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Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program ~~Responsibilities~~responsibility, or otherwise) on, or immediately adjacent to, the “main” campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as “University Place at (name of municipality).”

For programs offered by a Partnering Institution (whether an institution with Statewide Program ~~Responsibilities~~responsibility, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution’s students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program ~~Responsibilities~~responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.43. above.

~~2)~~ Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed), the Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an

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admissions plan between the institutions providing for continuity in student enrollment during the transition period.

2)

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program ~~Responsibility~~ responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program ~~Responsibility~~ responsibility at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program ~~Responsibilities~~ responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer ~~CAO~~ may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

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6. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program ~~Responsibilities~~responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

INSTRUCTION, REASEARCH AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Board Policy III.P. – Student Exception

REFERENCE

April 2010	Board approval of Student Health Insurance Program (SHIP) Consortium contract
April 2012	Board consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered 1 st reading of amendments to Board policy III.P.16. (SHIP). Motion failed.
April 2013	Board consideration of waiver of Board Policy III.P.16 for LCSC students. Motion failed.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND/DISCUSSION

Idaho State Board of Education policy III.P.16 provides that “Every full-fee paying student . . . attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage that is at least substantially equivalent to the health insurance coverage offered through the institution. In the past it has been determined that the coverage provided by health care sharing ministries (HCSM) has not been “substantially equivalent” to health care insurance offered through the institution. During the 2013 legislative session the legislature exempted CHSMs from the requirements of Section 41-121, Idaho Code.

In 2014, under the Patient Protection and Affordable Care Act (PPACA), the federal insurance mandate will come into effect, with new coverage options and sanctions for non-compliance. In October 2013 individuals will be able to enroll in the Idaho Health Care Exchange. HCSMs have recently been recognized as meeting the PPACA requirements.

In light of the recognition, Board staff have received a request for consideration of waiving the requirement for student health insurance for those students who participate in HCSMs.

IMPACT

Waiver of the requirement for students who participate in HCSM's at this time will allow students who participate and are enrolling in the upcoming fall semester to be exempt from obtaining student health insurance.

INSTRUCTION, REASEARCH AND STUDENT AFFAIRS
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

As defined in Idaho Code, HCSM's clearly do not meet the requirements of Board Policy III.P.16 for student health insurance. While the Board has remained firm in the desire that students be covered by health insurance, the Board has also indicated that it is willing to revisit Board Policy III.P.16. once the Idaho Health Care Exchange is in place and the PPACA requirements are in effect.

BOARD ACTION

I move to waive the requirements of Board Policy III.P.16 for those students who participate in health care Sharing Ministries as defined in section 41-121, Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT’S UPDATE	Information Item
2	PROPOSED RULE – IDAPA 08.02.02.004 RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE – IDAHO STANDARDS AND DRIVER EDUCATION	Motion to Approve
3	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.02.016, RULES GOVERNING UNIFORMITY – MATHEMATICS IN SERVICE PROGRAM	Motion to Approve
4	PROPOSED RULE – IDAPA 08.02.02.018, .021, .022, .023, .024, .026, .100 RULES GOVERNING UNIFORMITY – PROFESSIONAL STANDARDS COMMISSION	Motion to Approve
5	PENDING RULE AND AMENDING OF TEMPORARY RULE – IDAPA 08.02.02 .120, .121- EDUCATOR EVALUATIONS	Motion to Approve
6	PROPOSED RULE – IDAPA 08.02.03.103 – CURSIVE WRITING	Motion to Approve
7	TEMPORARY RULE – IDAPA 08.02.03.105 – GRADUATION REQUIREMENTS	Motion to Approve
8	PROPOSED RULE – IDAPA 08.02.03.105 – GRADUATION REQUIREMENTS	Motion to Approve

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STATE DEPARTMENT OF EDUCATION
AUGUST 15, 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 and as part of his presentation, Louis S. Nadelson, Ph.D., Coordinator – MS STEM Education – Boise State University, will be making a presentation on the future STEM jobs and the need to rethink education to align with the needs of our workforce.

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
AUGUST 15, 2013

SUBJECT

Proposed Rule - IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference.

Proposed standards revisions to the Idaho Standards for Initial Certification of Professional School Personnel manual including the English Language Arts, Gifted and Talented, Library Media Specialist, Literacy, School Administrator foundation, Principal, School Superintendent and Special Education Director standards as well as proposed standards revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Standards Revisions

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In the fall of 2012 and the spring of 2013 the English Language Arts, Gifted and Talented, Library Media Specialist and Literacy standards were reviewed by committees of content experts. All standards and endorsements were revised to better align with national standards and best practices; then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee's proposed revisions including renaming the Library Science/Library Media Specialist standards and endorsement to Teacher Librarian.

Also during the spring of 2013, the School Administrator standards and endorsements were reviewed and revised by school administrator representatives. The proposed standards and endorsements have been aligned with the Idaho administrator evaluation standards, the language from the administrator evaluation rubric and the most current Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Idaho Foundation Standards for School Administrators include standards for principals, school superintendents and special education directors. The Professional Standards Commission has reviewed and recommended approval of all of the committee's proposed revisions.

Driver Education

In May, 2013 the National Highway Traffic Safety Administration (NHTSA) provided a technical assessment to review the public driver education program in Idaho. The assessment identified needed improvements to the driver education program in the areas of novice teen driver education and training administrative standards.

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The driver education assessment was a shared effort with NHTSA, the Idaho Transportation Department Office of Highway Safety, Idaho Transportation Department Motor Vehicle/Licensing, Department of Education, Law Enforcement, Public, Online and Private Driver Education programs, parents and students.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.004, Rules Governing Uniformity	Page 3
Attachment 2 – Proposed Revisions to the Idaho Standards for Initial Certification of Professional School Personnel	Page 5
Attachment 3 – Operating procedures for Idaho Public Driver Education Programs	Page 299

BOARD ACTION

I move to approve the proposed revisions to the Idaho Foundation and Enhancement Standards for: English Language Arts, Gifted and Talented, Library Media Specialist, Literacy, School Administrator, Principal, School Superintendent and Special Education Directors as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed revisions the revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Program as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on August 16, 2012. Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov. ~~(4-4-13)~~ (____)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov/site/transportation/library.htm>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on November 17, 2010. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. ~~(4-7-11)~~ (____)

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



Idaho State Board of Education

Idaho State Department of Education

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



Idaho State Board of Education

Idaho State Department of Education

~~April 4, 2013~~
(Legislative Approval Date)

July 1, 2015⁶
(Date for Teacher Preparation Program Approval Accountability)

(Revised June ~~2013~~)

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**Standards for Initial Certification of Professional School Personnel
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**Idaho Standards for Initial Certification of
Professional School Personnel
Summary & Background**

Overview of the past standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

***Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

***Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

***Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

***Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

***Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

***Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

***Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

***Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly*

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the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

In other words, Core Standard #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard #1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

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Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The process of Idaho standards development and maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

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4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

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4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

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Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

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3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media

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specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

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2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

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2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

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3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families' beliefs, norms, and expectations and seeks to work

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collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

**Standards for Bilingual Education and
ENL (English as a New Language) Teachers**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English

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necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

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3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

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

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.
4. The teacher provides appropriate accommodations that allow students to access academic content.

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

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

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

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

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

Knowledge

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1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

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

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.
4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.
5. The teacher is familiar with the state English language proficiency assessment.
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.
8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

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3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about program effectiveness.

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

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

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

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)

An organization for world language professionals of K-12 and higher education

Articulatory System

The mechanism by which the sounds of a language are produced:-

Bilingual Education Program

An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy

The ability to read and write in two languages

Code-switching

A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)

Refers to the teaching of English to speakers of other languages

Inflectional Endings

Grammatical markers or suffixes used in standard conventional language production

Primary Language

An individual's most developed language:-

Register

The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).

2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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

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

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

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

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).
9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic law.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.
2. The teacher presents and requires students to apply the techniques of design and layout.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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

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

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

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

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes of hearing and listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).
13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for minimizing communication anxiety.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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

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

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

Standard 6: Communication Skills- The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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

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

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

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

**Idaho Standards for Blended Early Childhood Education/
Early Childhood Special Education Teachers**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).
2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.
3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

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4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.
5. The educator understands the elements of play and how play assists children in learning.
6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).
9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.
2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.
2. The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.
3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.
4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

Performance

1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small

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group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.

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

Knowledge

1. The educator understands the importance of routines as a teaching strategy.
2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.
3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.
4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.
5. The educator understands crisis prevention and intervention practices.
6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. The educator creates an accessible learning environment, including the use of assistive technology.
4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The educator creates an environment that encourages self-advocacy and increased independence.
6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.

7. The educator conducts functional behavior assessments and develops positive behavior supports.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

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

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.
5. The educator evaluates and links children's skill development to that of same age peers.

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

Knowledge

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

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3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.
4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).
2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.
3. The educator collaborates with families and professionals involved in the assessment of children.
4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

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

Knowledge

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

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

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
3. The educator knows community, state, and national resources available for young children and their families.

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4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.
5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics. .
2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.
3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for young children and their families.
5. The educator creates a manageable system to maintain all program and legal records for children.
6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

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5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

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5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

- ~~1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.~~
- ~~2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.~~
- ~~3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.~~
- ~~4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).~~

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- ~~5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.~~
- ~~6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.~~
- ~~7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.~~
- ~~8. The teacher understands the social and historical implications of print and nonprint media.~~
- ~~9. The teacher understands the history of the English language.~~
- ~~10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.~~
- ~~11. The teacher understands reading as a developmental process.~~
- ~~12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.~~
- ~~13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.~~
- ~~14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.~~
- ~~15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.~~

Performance

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- ~~1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.~~
- ~~2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.~~
- ~~3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.~~
- ~~4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.~~
- ~~5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.~~
- ~~6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.~~
- ~~7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.~~
- ~~8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.~~
- ~~9. The teacher demonstrates the writing process as a recursive and developmental process.~~

~~**Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**~~

Knowledge

- ~~1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.~~

Performance

- ~~1. The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.~~
- ~~2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.~~

~~Standard 3: Modifying Instruction for Individual Needs -- The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~

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

Knowledge

- ~~1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).~~
- ~~2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.~~
- ~~3. The teacher is familiar with a variety of strategies for promoting student growth in writing.~~

Performance

- ~~1. The teacher effectively uses comprehension strategies.~~
- ~~2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.~~
- ~~3. The teacher monitors and adjusts strategies in response to individual literacy levels.~~
- ~~4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.~~
- ~~5. The teacher uses students' creations and responses as part of the instructional program.~~
- ~~6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).~~

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- ~~7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.~~
- ~~8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.~~

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

~~**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~**Standard 7: Instructional Planning Skills**—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~

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

Knowledge

- ~~1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).~~

Performance

- ~~1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.~~

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

Performance

- ~~1. The teacher engages in reading and writing for professional growth and satisfaction.~~

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2. ~~The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.~~

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

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Content Knowledge

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education ~~Teachers~~ Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education ~~Teacher~~ Professionals Standards are widely recognized, but not all-encompassing or absolute indicators that ~~teacher~~ candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a ~~teacher~~ preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, ~~their~~ his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

~~**Standard 1: Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**~~

Knowledge

- ~~1. The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.~~
- ~~2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.~~
- ~~3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.~~
- ~~4. The teacher knows the common controversial issues in gifted and talented education.~~

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- ~~5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.~~
- ~~6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.~~
- ~~7. The teacher understands effective administration and evaluation of gifted and talented programs.~~

Performance

- ~~1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.~~
- ~~2. The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.~~
- ~~3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.~~

~~**Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**~~

Knowledge

- ~~1. The teacher understands the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).~~
- ~~2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.~~
- ~~3. The teacher understands the moral and ethical challenges of the gifted and talented student.~~

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4. ~~The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.~~

Performance

1. ~~The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.~~
2. ~~The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.~~

~~Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.~~

Knowledge

1. ~~The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited English students, students with disabilities, very young children, and students from a particular culture).~~

Performance

1. ~~The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.~~

~~Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.~~

Knowledge

1. ~~The teacher understands the characteristics of highly creative and highly intellectual students.~~
2. ~~The teacher understands the definitions and theories of intelligence and creativity.~~

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

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.~~

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

Knowledge

1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher understands the array of program options and services available to gifted and talented students.

Performance

1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher identifies and implements extension and acceleration options for gifted and talented students.
6. The teacher matches student needs with appropriate program options and services.

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

Knowledge

1. The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests

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that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).

2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Performance

1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

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

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

Knowledge

1. The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.

Performance

1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.
2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

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1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.
2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.
4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.
5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.
6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.
2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.
3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.
4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and

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development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.
2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

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These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.
2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.
3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of

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acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

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- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.
- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels
2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments

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2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative /summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents
2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents
3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents
4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives
5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their

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assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.
2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.
4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.
3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

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3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.
4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.
5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.
2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

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2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.
3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

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Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.
2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.
3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
2. Beginning gifted education professionals serve as a collaborative resource to colleagues.
3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.
5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.
6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

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7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.
8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula. Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

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Glossary

General Curricula:

As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:

As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.

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2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

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

Knowledge

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

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

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

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

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

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Idaho Standards for Library Science Teachers

In addition to the standards listed here, library science teachers must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the library science teachers standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. Ideally, the teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
4. The teacher librarian possesses comprehensive knowledge of children's and young adult literature and their application to student learning.

Performance

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- ~~1. The teacher-librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.~~
- ~~2. The teacher-librarian stimulates thought processes through the skillful use of questioning techniques and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, and presentation.~~
- ~~3. The teacher-librarian models the ethical use and critical analysis of information, literature, and mass media, and interacts in these areas with students and staff.~~
- ~~4. The teacher-librarian supports student and staff media productions (e.g., audio, video, scripting, material and information selection, and evaluation of presentations).~~
- ~~5. The teacher-librarian uses professional publications that provide guidance in the selection of quality materials.~~

~~**Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**~~

Knowledge

- ~~1. The teacher-librarian understands how students construct and use knowledge through the process of resource selection, analysis and synthesis of information, and communication.~~

Performance

- ~~1. The teacher-librarian models the integration of information skills across the curriculum.~~
- ~~2. The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.~~
- ~~3. The teacher-librarian fosters an environment where each student is valued as an individual.~~

~~**Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.**~~

Performance

- ~~1. The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.~~

~~**Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.**~~

Knowledge

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1. ~~The teacher-librarian knows how to determine the changes necessary in information access, facilities, and technologies in order to make services and materials available to students and staff.~~

Performance

1. ~~The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.~~

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

Knowledge

1. ~~The teacher-librarian understands the techniques to motivate students to develop a habit of lifelong reading.~~

Performance

1. ~~The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.~~
2. ~~The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.~~
3. ~~The teacher-librarian works to establish and maintain a positive climate in the school library.~~
4. ~~The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).~~

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills.

Knowledge

1. ~~The teacher-librarian understands various communication and public relations strategies.~~

Performance

1. ~~The teacher-librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.~~
2. ~~The teacher-librarian works with colleagues to empower students with effective communication techniques and strategies.~~

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

Knowledge

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- ~~1. The teacher-librarian understands the scope and sequence of curricula and how they interrelate.~~

Performance

- ~~1. The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.~~
- ~~2. The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.~~
- ~~3. The teacher-librarian promotes appropriate use of relevant information and instruction technologies.~~
- ~~4. The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.~~
- ~~5. The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.~~
- ~~6. The teacher-librarian develops the library materials collection to support the school's curriculum.~~

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

Performance

- ~~1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.~~

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

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

Knowledge

- ~~1. The teacher-librarian understands confidentiality issues related to library records.~~

Performance

- ~~1. The teacher-librarian advocates for the school library program and the library profession.~~

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- ~~2. The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.~~
- ~~3. The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.~~

Standard 11: Library Management – The teacher-librarian understands the need for efficient management of the library media center.

Knowledge

- ~~1. The teacher-librarian understands the process of cataloging and classifying library materials using professional library standards (e.g., MARC, AACR2r, and bibliographic utilities).~~
- ~~2. The teacher-librarian understands the process of automating and retrieving information.~~
- ~~3. The teacher-librarian understands how to develop a balanced and organized print and non-print library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.~~
- ~~4. The teacher-librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.~~
- ~~5. The teacher-librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding).~~
- ~~6. The teacher-librarian understands the grant application process.~~
- ~~7. The teacher-librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.~~
- ~~8. The teacher-librarian understands how to integrate the information literacy standards for student learning into formal documents related to the school library program.~~

Performance

- ~~1. The teacher-librarian administers and trains staff to ensure an effective school library program.~~
- ~~2. The teacher-librarian demonstrates the ability to plan and budget resources in a fiscally responsible manner.~~
- ~~3. The teacher-librarian provides leadership in the development and implementation of library policies that expand appropriate access to information.~~

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4. ~~The teacher-librarian participates in decision-making groups to continually improve library services (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).~~

Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards

Performance

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

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2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards*
Performance

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards*
Performance

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

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2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Common Core State Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards
Performance

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards
Performance

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

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2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards Performance

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Common Core State Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards

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Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards*

Performance

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Common Core State Standards*

Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

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

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

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

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

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

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

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

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

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

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

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1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

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4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard #2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

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

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

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2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

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

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

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

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

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

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

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2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

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

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

Performance

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1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes physical activities that contribute to good health.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.
2. The teacher knows strategies to help students become self-motivated in physical education.

3. The teacher understands that individual performance is affected by anxiety.
4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
3. The teacher utilizes principles of effective management in indoor and outdoor movement settings. .

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

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

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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

Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

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

Standard 11: Safety - The teacher provides for a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.
6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.
7. The teacher understands the appropriate steps when responding to safety situations.
8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical education activities.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

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4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.
6. The teacher identifies safety situations and responds appropriately.
7. The teacher maintains CPR and first aid certification.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).
2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.
3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.
4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

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5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.
6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.
7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.
8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.
10. Pre-service teachers understand the importance of reflective practice.
11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. <https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home>
2. <http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu>
3. <https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home>
4. <https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/>

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.
2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- “Accessibility Features on My Computer” discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

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

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.
2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.
3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.
4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.

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- *Target: Practicum where lesson/unit is implemented and evaluated.*

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

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.
3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

Standard #6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

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

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

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

Performance

1. Pre-service teachers assess student's use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).
3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, posttest, analysis, interpretation, and lesson revision based on data.*

Standard #9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).
3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching.
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated.*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.

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8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

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

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

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

Knowledge

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

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

Knowledge

1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.

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3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

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8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intracurricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. The teacher knows about production agriculture.
3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.
4. The teacher understands and has experience in one or more of the following specialized occupational areas:
 - a. Agricultural production and marketing
 - b. Agricultural equipment and supplies
 - c. Agriculture product processing
 - d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
 - e. Agricultural business planning and analysis
 - f. Natural resource management
 - g. Environmental science
 - h. Forestry
 - i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.
6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.
2. The teacher discusses production agriculture.
3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.
4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.
6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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

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

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

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.
2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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

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

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

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural

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and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intracurricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

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7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

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

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

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1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

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

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.
2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intracurricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels-required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.
2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to

business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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

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

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

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.
5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

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6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.
4. The teacher demonstrates the various phases of the engineering design process.
5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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

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

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

Idaho Standards for Reading Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Reading Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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

Knowledge

1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses:
 - a. oral language development and its role in the emergence of writing and reading;
 - b. phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;
 - c. language patterns, vocabulary, comprehension and critical thinking; and
 - d. development of fluency (rate and accuracy).
2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.
3. The teacher understands that reading is a process of constructing meaning.
4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).

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- ~~5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.~~
- ~~6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.~~
- ~~7. The teacher understands why it is important for developing literacy skills to read aloud to students.~~
- ~~8. The teacher is familiar with a wide range of children's literature encompassing all genres.~~

Performance

- ~~1. The teacher applies the components of pre-reading and reading instruction in —authentic classroom settings in accordance with individual student performance.~~
- ~~2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).~~
- ~~3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).~~
- ~~4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide reading, direct vocabulary instruction, systematic word analysis—etymology, morphology, orthography).~~
- ~~5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.~~
- ~~6. The teacher provides literacy lessons and opportunities congruent with best research —practices.~~
- ~~7. The teacher reads aloud to children.~~

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.

Knowledge

- ~~1. The teacher knows historical and current research as it relates to reading.~~

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- ~~2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.~~

Performance

- ~~1. The teachers implements cognitively compatible strategies in developing reading instruction.~~
- ~~2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.~~
- ~~3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.~~

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

Knowledge

- ~~1. The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.~~
- ~~2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.~~
- ~~3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.~~

Performance

- ~~1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.~~
- ~~2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.~~

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

Knowledge

- ~~1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher level skills.~~

Performance

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1. ~~The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.~~

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

Knowledge

1. ~~The teacher understands the power of literacy as it relates to academic success and life-long learning.~~
2. ~~The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.~~

Performance

1. ~~The teacher advocates extensive reading for information and for pleasure.~~
2. ~~The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.~~

~~**Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.**~~

~~**Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.**~~

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

Knowledge

1. ~~The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).~~
2. ~~The teacher understands how to use assessment for attitude and motivation as related to reading.~~
3. ~~The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).~~

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Performance

- ~~1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.~~
- ~~2. The teacher collects and utilizes data from multiple sources to inform instruction.~~
- ~~3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.~~
- ~~4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.~~
- ~~5. The teacher advocates that the needs of every student are accurately represented in assessment data.~~

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

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

Knowledge

- ~~1. The teacher knows sources and programs that promote family literacy.~~
- ~~2. The teacher knows community-based programs that promote literacy development.~~

Performance

- ~~1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy learning environment.~~
- ~~2. The teacher fosters parental support for family literacy activities.~~

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

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7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.*

Standard 4: Multiple Instructional Strategies - *The teacher understands and uses a variety of instructional strategies to develop student learning.*

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.
4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
1. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

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

Standard 6: Communication Skills - *The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

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

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

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

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

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

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

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Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

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8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the sun, moon and earth system and the resulting phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers AND*
- 3. Idaho Standards for Biology Teachers OR*
- 4. Idaho Standards for Earth and Space Science Teachers OR*
- 5. Idaho Standards for Chemistry Teachers OR*
- 6. Idaho Standards for Physics Teachers*

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers AND*
- 3. Idaho Standards for Chemistry Teachers OR*
- 4. Idaho Standards for Physics Teachers*

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

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6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands geography affects relationships between people, and environments over time.

7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher demonstrates chronological historical thinking
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning,

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.

7. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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

Knowledge

1. The teacher understands the spatial organization of peoples, places, and environments.
2. The teacher understands the human and physical characteristics of places and regions.
3. The teacher understands the physical processes that shape and change the patterns of earth's surface.
4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.
6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates the earth's dynamic physical systems and its impact on humans.
3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.
5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Government and Civics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the government and civics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional *and* principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of public policy in shaping the United States political system.

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6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

Performance

1. The teacher promotes student engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

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7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

- 1. Idaho Core Teacher Standards AND*
- 2. Foundation Social Studies Standards AND*
- 3. History Standards OR*
- 4. Government and Civics Standards OR*
- 5. Economics Standards OR*
- 6. Geography Standards*

Idaho Standards for Special Education Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.
2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

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1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

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

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.

5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

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

Knowledge

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.

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2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

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

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.
6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

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

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

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

Knowledge

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

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2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.
6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

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8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.
2. The teacher knows the effects of medications on the visual system.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-esteem, and social skills.

2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.
4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.
2. The teacher knows the impact of visual disorders on learning and experience.
3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).
4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.
5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).
2. The teacher secures specialized materials and equipment in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.
2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).
6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.
2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.
2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.
3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

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

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

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2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

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

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

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.
3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

**Idaho Standards for Special Education Teachers of Students
Who Are Deaf and/or Hard of Hearing**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

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

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.
2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).
2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

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

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

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

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

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

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Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) to meet the communication needs of students who are deaf and/or hard of hearing.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. The differences in knowledge acquisition and transfer for children and adults
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution
4. Effective listening, oral communication, presentation skills, and expression in written communication
5. Research and exemplary practice on "organizational change and innovation"
6. The process of development of group goals and objectives

Performance: The teacher leader. . .

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning
2. Improves colleagues' acquisition and application of knowledge and skills
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives
4. Uses effective communication skills and processes

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader. . .

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability
3. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. The standards of high quality professional development and their relevance to improved learning

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2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice
4. The role of shifting cultural demographics in educational practice

Performance: The teacher leader. . .

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback
3. Role and use of critical reflection in improving professional practice

Performance: The teacher leader. . .

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices
2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Use of formative and summative data to inform the continuous improvement process
3. Analysis and interpretation of data from multiple sources

Performance: The teacher leader. . .

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement
2. Models use of formative and summative data to inform the continuous improvement process
3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader. . .

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Effective identification and interpretation of data, research findings, and exemplary practices
2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement
3. Local, state and national policy decisions and their influence on instruction
4. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader. . .

1. Identifies and evaluates needs and opportunities
2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship. In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

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2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.
3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

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1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
2. The teacher librarian supports flexible, open access for library services.
3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
4. The teacher librarian facilitates access to information in a variety of formats.
5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
6. The teacher librarian provides a respectful, positive, and safe climate.
7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.
6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

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8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian catalogs and classifies library materials using professional library standards.
5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
7. The teacher librarian administers and trains staff to ensure an effective school library program.
8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

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2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.
5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

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curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

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Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
3. The teacher librarian understands confidentiality issues related to library records.
4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

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Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
2. The teacher librarian educates the school community on the ethical use of information and ideas.
3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
4. The teacher librarian advocates for the school library program and the library profession.
5. The teacher librarian participates in decision-making groups to continually improve library services.

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6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
10. The teacher librarian advocates for school library and information programs, resources, and services.
11. The teacher librarian seeks to share expertise with others through in-service, local conferences, and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

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8. 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

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1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

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

Knowledge

1. The teacher understands assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

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

Knowledge

1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

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

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.
4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

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

Knowledge

The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance

The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

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

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

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

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

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

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

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

Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.
3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

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

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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

Knowledge

1. The teacher understands that world languages methodologies continues to change in response to emerging research.
2. The teacher understands instructional practices that balances content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

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

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

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

Knowledge

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1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

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

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
4. The teacher appropriately assesses for both the content and form of communication.

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

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

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.
4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines – a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.

http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) – an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) – a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking – an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

** This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

~~Standard 1: Visionary and Strategic Leadership – A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.~~

Knowledge

- ~~1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.~~
- ~~2. The administrator understands the principles of developing and implementing strategic plans.~~
- ~~3. The administrator understands systems theory and its application to educational settings.~~
- ~~4. The administrator knows effective individual and group communication skills.~~
- ~~5. The administrator knows group leadership and decision-making skills.~~
- ~~6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.~~

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.
3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.
10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Standard 2: Instructional Leadership – The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.

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- ~~2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.~~
- ~~3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.~~
- ~~4. The administrator understands student growth and development.~~
- ~~5. The administrator understands the effective use of assessment and evaluation.~~
- ~~6. The administrator understands adult learning and professional development.~~
- ~~7. The administrator understands the change process for systems, organizations, and individuals.~~
- ~~8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.~~
- ~~9. The administrator understands community diversity and its influence on education.~~
- ~~10. The administrator understands the essential role of technology in education.~~
- ~~11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.~~

Performance

- ~~1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.~~
- ~~2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.~~
- ~~3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.~~
- ~~4. The administrator promotes effective and innovative research-based instructional strategies.~~
- ~~5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.~~
- ~~6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.~~
- ~~7. The administrator uses data to monitor student achievement.~~

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- ~~8. The administrator supervises, evaluates, and assists teachers.~~
- ~~9. The administrator creates a learning environment that recognizes diversity.~~
- ~~10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.~~
- ~~11. The administrator participates in professional organizations.~~
- ~~12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.~~

~~***Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.***~~

Knowledge

- ~~1. The administrator understands organizational theories.~~
- ~~2. The administrator understands operational policies and procedures.~~
- ~~3. The administrator knows school safety and security principles and issues.~~
- ~~4. The administrator understands human resources management.~~
- ~~5. The administrator knows sound fiscal operations principles and issues.~~
- ~~6. The administrator knows school facilities and use of space principles and issues.~~
- ~~7. The administrator understands legal issues impacting personnel, management, and operations.~~
- ~~8. The administrator understands current technologies that effectively support management functions.~~
- ~~9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.~~

Performance

- ~~1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.~~
- ~~2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.~~

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- ~~3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.~~
- ~~4. The administrator uses knowledge of collective bargaining and other contractual agreements.~~
- ~~5. The administrator implements and monitors high-quality standards related to management performances.~~
- ~~6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.~~
- ~~7. The administrator involves stakeholders in shared decision-making.~~
- ~~8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.~~
- ~~9. The administrator uses effective communication skills.~~
- ~~10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.~~
- ~~11. The administrator implements records management that meets confidentiality and documentation requirements.~~
- ~~12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.~~

~~***Standard 4: Family and Community Partnerships – A school administrator is an educational leader who promotes the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***~~

Knowledge

- ~~1. The administrator understands emerging issues and trends impacting families, school, and community.~~
- ~~2. The administrator knows resources available in the community.~~
- ~~3. The administrator understands public relations, successful partnerships, and marketing strategies.~~

Performance

- ~~1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.~~

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- ~~2. The administrator uses relevant information about family and community concerns, expectations, and needs.~~
- ~~3. The administrator facilitates opportunities between the school and community to share resources.~~
- ~~4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.~~
- ~~5. The administrator integrates community and youth/family services with school programs.~~
- ~~6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.~~
- ~~7. The administrator develops and maintains a comprehensive network of community and media connections.~~
- ~~8. The administrator models and supports the use of collaborative skills.~~

~~Standard 5: Professional and Ethical Leadership – The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.~~

Knowledge

- ~~1. The administrator understands the purposes of education.~~
- ~~2. The administrator understands the roles of leadership.~~
- ~~3. The administrator understands ethical frameworks and perspectives.~~
- ~~4. The administrator understands the diverse values of a community.~~
- ~~5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.~~

Performance

- ~~1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.~~
- ~~2. The administrator demonstrates responsibility for the learning of each student.~~
- ~~3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.~~
- ~~4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.~~

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- ~~5. The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.~~
- ~~6. The administrator requires ethical, professional behavior in others.~~
- ~~7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.~~
- ~~8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.~~

~~**Standard 6: Governance and Legal Leadership**—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

Knowledge

- ~~1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.~~
- ~~2. The administrator knows principles of representative governance that underpin the system of American education.~~
- ~~3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.~~
- ~~4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.~~
- ~~5. The administrator understands global issues affecting teaching and learning.~~
- ~~6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.~~
- ~~7. The administrator understands the importance of diversity and equity in a democratic society.~~
- ~~8. The administrator knows the law as related to education.~~

- ~~9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.~~

Performance

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- ~~1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.~~
- ~~2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.~~
- ~~3. The administrator engages representatives of diverse community groups in ongoing dialogue.~~
- ~~4. The administrator develops lines of communication with decision makers outside of the school community.~~
- ~~5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.~~
- ~~6. The administrator adheres to the law and district policies.~~
- ~~7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.~~

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture— Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors. The School Administrator:

Knowledge

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.
4. Understands methods for responding to conflict.

Performance

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.
5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. The School Administrator:

Knowledge

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.
2. Understands effective communication strategies
3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.
2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.
3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

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Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. The School Administrator:

Knowledge

1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

Performance

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. The School Administrator:

Knowledge

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance

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1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.
2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. The School Administrator:

Knowledge

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.
2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.
3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.
4. Understands the importance of clear and consistent processes and systems to manage change.
5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.
2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions. The School Administrator:

Knowledge

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.
2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. The School Administrator:

Knowledge

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.
4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability. The School Administrator:

Knowledge

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.
4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.

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7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

Performance

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law. The School Administrator:

Knowledge

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

Performance

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10 Instructional Vision— Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject. The School Administrator:

Knowledge

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

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2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance

1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. The School Administrator:

Knowledge

1. Understands the difference between, and the appropriate use of formative and summative assessments.
 2. Understands the process for developing common formative benchmark assessments or rubrics.
 3. Understands how to use data to guide student instruction and tiered intervention.
 4. Understands how to identify at risk students.
 5. Understands the laws and regulations associated with special student populations.
 6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
 7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
 8. Understands various intervention strategies to be implemented to close achievement gaps.
 9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
- Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.
- Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

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Performance

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. The School Administrator:

Knowledge

1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching. The School Administrator:

Knowledge:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

Performance

1. Assesses all staff performance with accuracy and consistency.

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2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff. The School Administrator:

Knowledge

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

Performance

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

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4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of district-wide policy development and effective implementation.
11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
13. The superintendent understands the importance of developing and fostering a productive relationship with the board.
14. Understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

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2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.
8. The superintendent works effectively within the organizational complexity of school districts.
9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

~~Standard 2: Instructional Leadership – The school administrator special education director is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Standard 3: Management and Organizational Leadership – A school administrator special education director is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.~~

~~Standard 4: Family and Community Partnerships – A school administrator special education director is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

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Standard 5: Professional and Ethical Leadership—The school administrator ~~special education director is a professional, who demonstrates personal and professional values, ethics, and integrity.~~

Standard 6: Governance and Legal Leadership—A school administrator ~~special education director is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10 Instructional Vision— Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

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Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

** This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Visionary and Strategic Leadership ~~A school administrator special education director is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.~~

Standard 2: Instructional Leadership ~~The school administrator special education director is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

Standard 3: Management and Organizational Leadership ~~A school administrator special education director is an educational leader who promotes and manages a safe, efficient, and effective learning organization for the success of each student.~~

Standard 4: Family and Community Partnerships ~~A school administrator special education director is an educational leader who promotes the success of all students by collaborating~~

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~~with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~Standard 5: Professional and Ethical Leadership—The school administrator special education director is a professional, who demonstrates personal and professional values, ethics, and integrity.~~

~~Standard 6: Governance and Legal Leadership—A school administrator special education director is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

Standard 1: School Culture— Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication— Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy— Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership— Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management— Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. ~~The special education director understands how to advocate for and access resources to meet the needs of staff, students, and parents and to facilitate their effective participation.~~

The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency— Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7 -Leadership Renewal: Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8 Accountability— Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9 Innovation— Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10 Instructional Vision— Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

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1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

~~2. The special education director participates in district planning processes.~~

The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11 High Expectations— Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12 Continuous Improvement of Instruction— Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13 Evaluation— Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14 Recruitment and Retention— Administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, but not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Counselor's profession is their disposition. Professional dispositions are how the School Counselor views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Counselor dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Standards of Practices - The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.

Knowledge

1. The school counselor understands the Idaho Comprehensive School Counseling Program Model.
2. The school counselor understands the history and foundations of school counseling and related fields.
3. The school counselor understands a variety of counseling theories and techniques.
4. The school counselor understands the dynamics of cultural diversity.
5. The school counselor knows the importance of advocacy.
6. The school counselor knows the appropriate ethical and legal standards and requirements.
7. The school counselor knows the importance of continued professional development.

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8. The school counselor knows how to access community resources and professionals to aid students and their families.

Performance

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).
2. The school counselor uses appropriate intervention strategies.
3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.
4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.
5. The school counselor maintains certification and engages in continued professional development.
6. The school counselor adheres to professional, ethical, and legal standards.
7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 2: Academic/Technical Development Domain - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

Knowledge

1. The school counselor knows developmental theories.
2. The school counselor understands various learning styles.
3. The school counselor understands family systems and their impact on learning.
4. The school counselor understands educational systems.
5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.
6. The school counselor understands how diversity influences lifelong learning.

Performance

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.

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2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

Standard 3: Academic/Technical Development Domain - The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.
2. The school counselor understands how attitudes and behaviors relate to successful learning.
3. The school counselor understands models of time management, task management, and study skills.
4. The school counselor knows the importance of personal choice and responsibility.
5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

Performance

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.
2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.
3. The school counselor models time management and task management skills.
4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.
5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.
6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

Standard 4: Academic/Technical Development Domain - The school counselor understands the relationship among personal qualities, education and training, and the world of work.

Knowledge

1. The school counselor knows appropriate goal-setting techniques.
2. The school counselor understands the process of establishing short- and long-range goals.

3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

Performance

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.
2. The school counselor engages students in establishing short- and long-range goals.
3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

Standard 5: Academic/Technical Development Domain - The school counselor understands the relationship of academics to life in the community and at home.

Knowledge

1. The school counselor understands the effects that values and lifestyle have on academics.
2. The school counselor understands that the needs of the community affect life choices.
3. The school counselor understands how local, state, and global economies affect individuals.

Performance

1. The school counselor describes the importance of learning as it affects values and lifestyle.
2. The school counselor links the needs of the community to students' life choices.
3. The school counselor communicates the effects of local, state, and global economies on student planning.

Standard 6: Career Development Domain - The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Knowledge

1. The school counselor knows career development theories.
2. The school counselor understands the value of self-awareness in career decision making.
3. The school counselor knows how to research and obtain career information.
4. The school counselor knows how to evaluate and interpret career information.
5. The school counselor understands the risks and rewards within various career options.

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6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.
7. The school counselor knows how to identify post-high school options.

Performance

1. The school counselor uses and evaluates research and information resources to obtain career information.
2. The school counselor facilitates understanding of the value of self-awareness in career decision making.
3. The school counselor gathers and dispenses information to identify post-high school options.
4. The school counselor identifies risks and rewards of various career options.
5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.
6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain - The school counselor understands strategies to achieve career success and satisfaction.

Knowledge

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision making.
4. The school counselor understands personal consequences of making and not making decisions.

Performance

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.
2. The school counselor describes the effects of education, work, and family values on individual career decisions.
3. The school counselor identifies personal and environmental conditions that affect decision making.

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4. The school counselor helps students understand personal consequences of making and not making decisions.
5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

Standard 8: Career Development Domain - The school counselor understands the skills for locating, maintaining, and advancing in a job.

Knowledge

1. The school counselor understands job placement services.
2. The school counselor knows job search and acquisition techniques.
3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.
4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

Performance

1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.
2. The school counselor identifies job placement services.
3. The school counselor presents information for both job search and job acquisition.
4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.
5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

Standard 9: Career Development Domain - The school counselor understands diversity and transition issues in today's workforce.

Knowledge

1. The school counselor knows how to stay abreast of trends and changes in the world of work.
2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.
3. The school counselor understands the effects of stereotyping on education, work environments, and community.

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4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.
6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.
7. The school counselor understands laws and regulations related to students with disabilities.

Performance

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.
2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
3. The school counselor creates awareness of transition issues and strategies for lifelong career development.
4. The school counselor disseminates information about the role of assistive devices and technology.
5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

Standard 10: Personal/Social Development Domain - The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.

Knowledge

1. The school counselor understands the dynamics of inter- and intra-personal interests, abilities, and skills.
2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.
3. The school counselor understands how behavior influences the feelings and actions of others.
4. The school counselor understands the relationship between personal behavior and self-concept.
5. The school counselor understands diverse life roles.
6. The school counselor understands environmental influences on behavior.

Performance

1. The school counselor assists students in identifying personal interests, skills, and abilities.
2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.
3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.
4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.
5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

Standard 11: Personal/Social Development Domain - The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.

Knowledge

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.
2. The school counselor knows that the learning and development process is continuous and involves a series of choices.
3. The school counselor knows the skills of decision making, goal setting, and problem solving.
4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Performance

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.
2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.
3. The school counselor engages students in decision making, goal setting, and problem solving.
4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain - The school counselor understands safety and survival skills.

Knowledge

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.
2. The school counselor knows negotiating, problem solving, and conflict resolution skills.
3. The school counselor understands the process of personal change.
4. The school counselor understands the process of human growth and development.
5. The school counselor knows strategies for personal safety and survival skills.

Performance

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.
2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.
3. The school counselor describes the relationship between personal well being and the process of human growth and development.
4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.
3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.
2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

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1. The school nurse understands how to improve knowledge and competency in school nursing practice.
2. The school nurse knows how to self-assess professional nursing practice.
3. The school nurse knows how to access professional resources that support school nursing practice.
4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.
2. The school nurse seeks and acts on constructive feedback regarding professional development.
3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

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1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.
2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.
2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.
2. The school nurse understands the influence of family dynamics on student achievement and wellness.
3. The school nurse understands that health instruction within the classroom is based on learning theory.
4. The school nurse understands child, adolescent, family, and community health issues.
5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.
2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

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3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.
5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

1. The school nurse understands the principles of school nursing management.
2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).
3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The school nurse demonstrates leadership skills to utilize human resources efficiently.
4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs,-measuring progress aiding in transition activities and accomplishments of students.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.
2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).
3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).
4. The school psychologist understands the Response to Intervention (RTI) process.
5. The school psychologist understands correct interpretation and application of data.
6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.
4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist knows processes of producing change in individuals and groups.
2. The school psychologist knows various strategies and techniques of team building.
3. The school psychologist knows various strategies and techniques of team decision-making.
4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.
5. The school psychologist understands factors necessary for effective interpersonal communication.
6. The school psychologist knows how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.
2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.
3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.
4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.
5. The school psychologist presents and disseminates information to diverse audiences.
6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro-developmental).
2. The school psychologist understands various instructional strategies and learning styles.
3. The school psychologist knows principles of student-centered learning.
4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.
5. The school psychologist understands current instructional theories and models.
6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.
2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.
3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.
4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.
5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.
6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.
7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.
8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.
2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.
3. The school psychologist knows principles of behavior management.
4. The school psychologist understands conflict-management and problem-resolution strategies.
5. The school psychologist knows empowerment strategies for students and family support systems.
6. The school psychologist understands the ecological impact of learning environments on student success.
7. The school psychologist understands early childhood development and its impact on successful school transitions.

Performance

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.
2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.
3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.
4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.
5. The school psychologist provides mental health services to enhance appropriate student behavior.
6. The school psychologist facilitates students and families in developing positive socialization and life skills.
7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.
2. The school psychologist knows current models, methods and practices of the profession.
3. The school psychologist knows the appropriate ethical and professional standards.
4. The school psychologist knows current federal statutes and state statutes and regulations as they relate to students.
5. The school psychologist understands processes and procedures for public policy development.
6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.
2. The school psychologist adheres to best practices of the profession.
3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.
4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.
5. The school psychologist maintains certification and continues professional development.
6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.
2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.
3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.
4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.
5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various bias.
6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.
2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.
3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.
4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).
2. The school psychologist knows how to use new technologies to enhance student services.
3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Performance

1. The school psychologist uses appropriate technologies to facilitate professional performance.
2. The school psychologist uses technologies to facilitate student performance.
3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.
4. The school psychologist evaluates the validity of information and resources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands the organization of schools and systems.
2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.
3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.
4. The school psychologist understands leadership roles in the development and implementation of systems change.
5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.
6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.
2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community
3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.
4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.

5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.
2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.
3. The school psychologist understands strategies to address students' learning and behavior problems.
4. The school psychologist knows various prevention programs and crisis intervention procedures.
5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.
2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.
3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.
4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.
5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective and social development, and academic performance.
2. The school psychologist understands the importance of family involvement in education.
3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.
4. The school psychologist understands diversity issues that affect home/school collaboration.
5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.
6. The school psychologist knows the local community services available to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.
2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).
3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.
4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.
2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.
3. The school psychologist knows appropriate program evaluation strategies and techniques.
4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

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5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.

Performance

1. The school psychologist applies knowledge of the principles of research design.
2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.
3. The school psychologist uses appropriate strategies when evaluating programs and interventions.
4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.
5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1 - Content: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge- The competent school social worker:

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
 - (1) has attained a master's degree in social work from a program accredited by (CSWE),
 - (2) has taken a school social work course and,
 - (3) has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.
2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
5. Understands the effects of mental illness on students' ability to participate in learning.
6. Understands the person-in-environment context of social work.
7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
9. Understands systems theories as they relate to classrooms, schools, families, and community.
10. Understands methods of advocacy on behalf of individuals, families, and school systems.
11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance- The competent school social worker:

1. Uses empathy in interpersonal relationships.
2. Uses diverse interview techniques and written communication with all persons within the student's system.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).
5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.
6. Demonstrates effective leadership of and participation in interdisciplinary teams.

Standard 2 - Service Delivery: The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

Knowledge– The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.
2. Understands empirically-based methods of social work service delivery.
3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including “Response to Intervention.” (RTI)
5. Understands the interdisciplinary approach to service delivery within the educational environment.
6. Understands how to integrate content knowledge for service delivery.

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7. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

Performance— The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
3. Provides crisis intervention counseling and other services to the school community.
4. Provides consultation to teachers, administrators, parents, and community agencies.
5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.¹
7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
8. Mobilizes the resources of the school and community to meet the needs of children and their families.
9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

¹ School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system.(Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work* (20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

Standard 3 – Planning: The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge - The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
2. Understands the process of needs assessment, referral, and resource development.
3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance - The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
2. Conducts needs assessments to plan for service delivery.
3. Assists students in creating long- and short-term plans to meet expectations for learning.
4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.
5. Plans interventions that integrate students' life experiences and future career goals.
6. Maintains relevant data to assist in planning, management and evaluation of school social work.
7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.
9. Integrates and uses technology for assessments, interventions, and information management.

Standard 4 - Assessment and Evaluation: The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge - The competent school social worker:

1. Understands strength-based assessments and practices that support growth and development.

2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.
5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
 - The child's physical, cognitive, and social-emotional development;
 - Family history and factors that influence the child's overall functioning;
 - The child's behavior and attitude in different settings;
 - Patterns of interpersonal relationships in all spheres of the child's environment;
 - Patterns of achievement and adjustment at critical points in the child's growth and development;
 - Adaptive behavior and cultural factors that may influence learning.
6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
9. Is familiar with the diagnostic tools used by other professionals in the school.
10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

Performance- The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.
2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including "Response to Intervention" (RTI).

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3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.
4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
5. Presents social work assessment results in an easily understandable manner.
6. Documents social work assessment and evaluation results.
7. Collaborates with parents/guardians and other professionals regarding the assessment process.
8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.
9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Standard 5 - Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.

Knowledge- The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.
2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
3. Understands the school's role within the context of the larger community.
4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
5. Understands the importance of audience and purpose when selecting ways to communicate ideas.
6. Understands language development, communication techniques, and the role of communication in the learning environment.
7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families
8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance - The competent school social worker:

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1. Initiates, develops, and implements consultative relationships.
2. Models and promotes ethical practices for confidential communication.
3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.
4. Encourages relationships among colleagues to promote a positive learning environment.
5. Participates in collaborative decision-making and problem-solving to promote students' success.
6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
7. Models and promotes effective communication among group members or between groups.
8. Uses a variety of effective communication modes with diverse target groups.
9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.
10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

Standard 6 - Advocacy and Facilitation: The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge - The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

Performance- The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7 - Learning Community: The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge - The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people's attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents'/guardians' participation in fostering students' positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.
8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.
3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.
4. Develops dispute resolution programs within the school environment.
5. Develops needs assessments and works as a change agent to address the identified gaps in services.

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6. Collaborates with community agencies in school-linked service learning projects or other programs.
7. Promotes the effective utilization of school social work services.
8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.
9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
10. Promotes active parental/guardian participation within the educational environment.
11. Collaborates with community agencies to increase access to services and resources.

Standard 8 – Diversity: The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge - The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance - The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.
2. Practices gender equity and avoid sex-role stereotyping.
3. Provides services that promote multi-cultural sensitivity.
4. Develops strategies to decrease negative effects of cultural barriers on education.
5. Utilizes students' diversity to enrich the educational experiences of all students.

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6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.
8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
9. Makes referrals for additional services or resources to assist students with diverse learning needs.

Standard 9 - Professional Conduct and Ethics: The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.

Knowledge - The competent school social worker:

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.
2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the organization and operation of safe school systems.
5. Understands school policies and procedures as they relate to student learning, safety and well-being.
6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance- The competent school social worker:

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.
2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.

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3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.
4. Abides by current legal directives, school policies, and procedures.
5. Promotes the rights of all students in a safe environment.
6. Models and promotes ethical practices for confidential communication.

Standard 10 - Professional Development: The competent school social worker actively seeks opportunities to grow professionally.

Knowledge - The competent school social worker:

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
2. Understands the impact of personal strengths and needs on service delivery.
3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.
4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.
5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

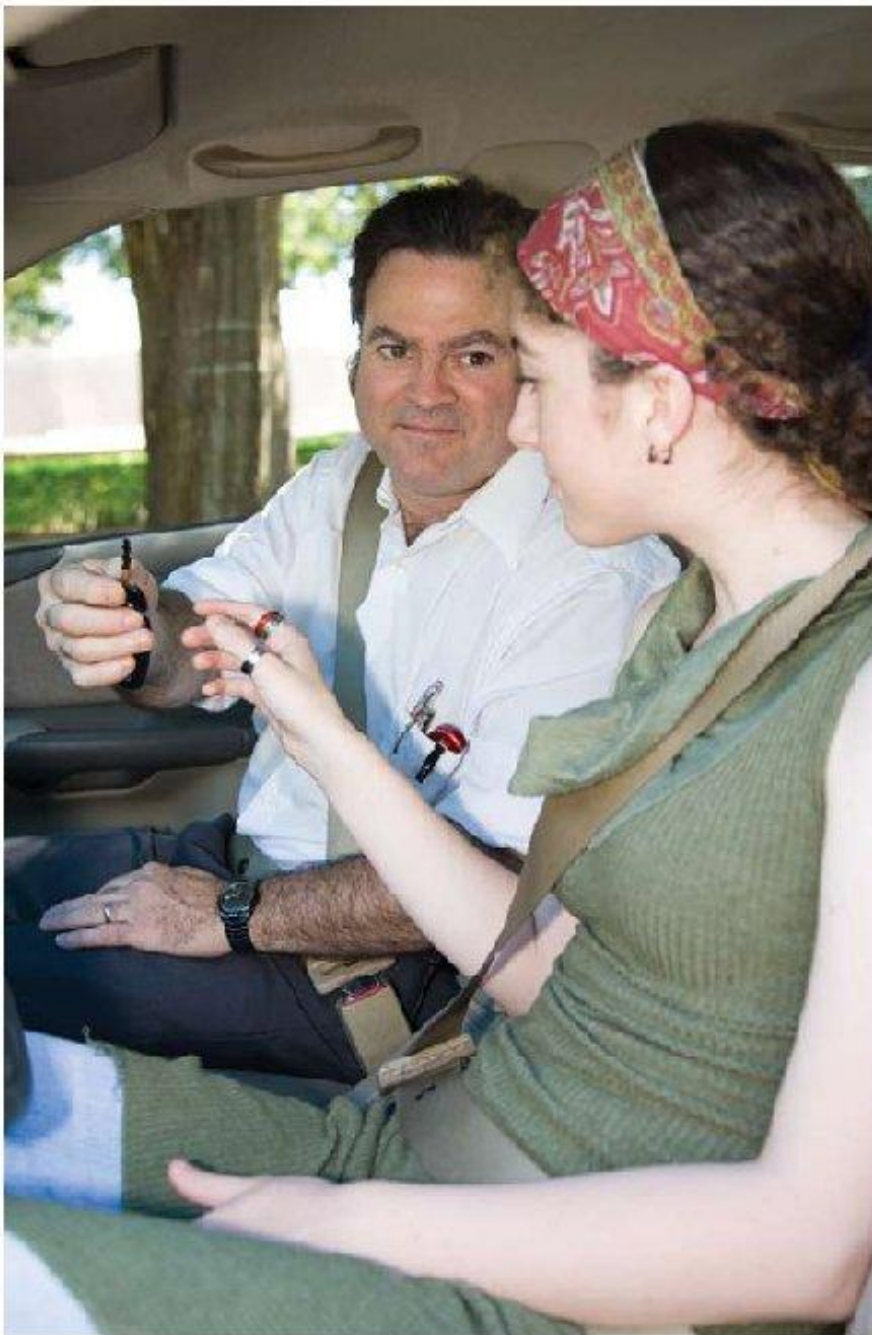
Performance- The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
3. Uses self-assessment and performance evaluations to identify areas for professional growth.
4. Actively seeks consultation to improve professional practice.
5. Maintains the limits and boundaries of the professional role of school social workers.
6. Participates in professional activities and organizations that promote and enhance school social work practice.

OPERATING PROCEDURES

For Idaho Public Driver Education Programs

Published by the Idaho State Department of Education
PO Box 83720 Boise, Idaho 83720-0027



State Board Approved
November 17, 2010

Mr. Tom Luna
*State Superintendent of
Public Instruction*

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IDAPA 08.02.02.004

PUBLIC DRIVER EDUCATION

All Idaho public Driver Education programs operated by a public school district comply with the requirements in this document. Sections one (1) through six (6) only apply to those programs that public school districts operate directly and do not apply to any public school district that contracts with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) only applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

- 1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.
- 1.1.2 Students under the age of 18 must provide a *Verification of Compliance Form* from their school to prove that they are currently enrolled in school.
- 1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.
- 1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

- 1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.
 - 1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). On-line coursework can only replace the (30) classroom hours. Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.
- 1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

- 1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as "transferred out" to keep the permit valid. The school must hold onto the permit until that student can be "transferred in" to another class.

1.4 Failure/Removal from a Public Driver Education Program

- 1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:
 - 1.4.1.1 Not having purchased a permit before any instruction takes place.
 - 1.4.1.2 Excessive tardiness or absences.
 - 1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
 - 1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
 - 1.4.1.5 Violation of Idaho's alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
 - 1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
 - 1.4.1.7 Use of a mobile or electronic device during instruction without the instructor's permission.
 - 1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

- 1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.
- 1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.
- 1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

- 2.1.1 If the classroom is not located in a public school building, a *Certificate of Maximum Occupant Load* from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.
- 2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

2.2 Minimum Hours and Days

- 2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.
- 2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.
- 2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.
- 2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.
- 2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.
- 2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.
- 2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.
- 2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.
- 2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.
- 2.2.10 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.
- 2.2.11 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

- 2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.
 - 2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.
- 2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.
- 2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.
- 2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.
- 2.3.5 Each drive must have specific, written objectives.
- 2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

- 2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.

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- 2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
- 2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

- 2.5.1 Only the instructor and student driver may occupy the front seats.
- 2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
 - 2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
- 2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

- 2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind- the-wheel hours.

2.7 Simulation Instruction

- 2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

- 2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.
- 2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
- 2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Definition of a Public Driver Education Instructor

- 3.1.1 A public driver education instructor is an individual who is licensed by the Idaho State Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

- 3.1.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver's License

- 3.2.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
 - been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
 - been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
 - been convicted for any moving traffic violation causing a fatal traffic collision.
 - been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
 - been convicted for driving under the influence of a controlled substance within the past five (5) years.
- 3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

- 3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.
- 3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.
- 3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the first attempt he or she may request a second attempt. If both attempts are failed, the Idaho Driver Education Licensing course must be taken.
- 3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80%, ~~or if the applicant fails the written final exam, he or she may request a second attempt but if the second attempt is failed as well, he or she they~~ must retake the Idaho Driver

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Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

- 3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.
 - 3.4.5.1 At the discretion of the Idaho State Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.
- 3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

- 3.5.1 Public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49).
- 3.5.2 The medical examination shall be completed within three (3) months preceding the application.
- 3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.
- 3.5.4 The medical examination must be renewed upon expiration ~~every two years~~ and a copy of the official form sent to the Idaho State Department of Education.
- 3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

- 3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.
- 3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho State Department of Education.

3.7 License Renewal

- 3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.
- 3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

- 3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.
- 3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.
- 3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE *Multiple Assignment Form* may be filled out and one background check used for all schools on the form.
- 3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.
- 3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

- 3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.
- 3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor's license until five (5) years from the date of conviction.
- 3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.
- 3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor's license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

- 4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an *Annual Program Plan* to the Idaho State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

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4.2 Student Lists

- 4.2.1 All public driver education programs must submit a *Final Student List* provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.
- 4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

- 4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho State Department of Education on the *Reimbursement Form*.
- 4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.
- 4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.
- 4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.
- 4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their *Reimbursement Form*.
- 4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a *Reimbursement Form*. All adjustments for payment of expenses will be between the cooperating districts.
- 4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another *Reimbursement Form*.
- 4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.
 - 4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.
- 4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

4.4 Students outside a School District

- 4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

4.5 Student Records

- 4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed,

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withdrew, cancelled or transferred. Each student's record shall include:

- student's full name, address, telephone number;
- driver training permit number;
- attendance records;
- behind-the-wheel driving log;
- quizzes and tests grade results;
- final grades.

- 4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.
- 4.5.3 Original student records shall be made in ink and updated after each lesson.
- 4.5.4 The original records shall be made available to the Idaho State Department of Education upon request.
- 4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho State Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, ~~to whom the loss was reported~~, case number, and the date of the report.

4.6 Collision/Incident Report

- 4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current *SDE Collision/Incident Report Form* to the Idaho State Department of Education.
- 4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho State Department of Education.
- 4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

- 4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

- 4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

- 4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.
- 4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.
- 4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.
- 4.9.4 Successful completion for the course is earning a grade of 80% or higher.
- 4.9.5 A final knowledge test will be administered at the completion of the course.
- 4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

- 4.10.1 Contact with each student's parent or guardian is required at least once during the course.
 - 4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.
 - 4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

- 4.11.1 The school will have a written policy for missed coursework and driving.
- 4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.
- 4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

- 4.12.1 An Idaho public driver education and training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.3 Idaho public driver education programs must meet or exceed the most current *Idaho Teen Driver Education and Training Program Content Standards and Benchmarks*.
- 4.12.4 The *Idaho Public Driver Education Curriculum Guide* will be based on nationally accepted standards and best practices.
- 4.12.5 A school's curriculum may be audited as part of a regular review.

4.13 Lesson Plans

- 4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current *Idaho Public Driver Education Curriculum Guide*.

4.14 Student Instructional Materials

- 4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.
- 4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho State Department of Education.

4.15 Idaho Driver's Manual

- 4.15.1 Each student shall have access to a current copy of the *Idaho Driver's Manual*. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

- 4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a *Supervised Driving Guide Book* and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

- 5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

- 5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program's expenses.

5.3 Annual Vehicle Inspection

- 5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the *Vehicle Inspection Form* provided by the Idaho State Department of Education.
- 5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the *Vehicle Inspection Form*.
- 5.3.3 Annual inspections expire on June 30 each year.
- 5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.
- 5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho State Department of Education before the vehicle can be returned to service.
- 5.3.6 Mechanics may use the *Vehicle Inspection Form* provided by the Idaho State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.
- 5.3.7 A dual brake must be included in the inspection.
- 5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

- 5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).
- 5.4.2 Driver training vehicles shall be equipped with:
 - Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
 - An inside rear view mirror for the exclusive use of the instructor.
 - Side-view mirror on each side of the vehicle, adjusted for the driver's use.
- 5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.
 - 5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.
 - 5.4.3.2 Signs and/or lettering to the rear and sides will have "STUDENT DRIVER," "DRIVER EDUCATION," or "DRIVING SCHOOL" with not less than 2 ½ inch high lettering.
 - 5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.
 - 5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.
 - 5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.
- 5.4.4 Vehicles used on a multiple car, off-street "range" are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

- 5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

- 6.1 The Idaho State Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.
- 6.2 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.
- 6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.
- 6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.
- 6.5 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

- 7.1 Public school districts may contract with a private driving school to provide a driver education and training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.
- 7.1.1 Contracts must be renewed annually.
- 7.2 A copy of the contract shall be included in the Annual Program Plan submitted by the school district to the Idaho State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.
- 7.3 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education *approved Public Driver Education Content Standards and Benchmarks*.
- 7.4 All private contractors must have a valid license as issued by the Idaho Driving Businesses Licensure Board.
- 7.5 All record keeping and required reporting to the Idaho State Department of Education shall be completed by the school district.
- 7.6 All student records are the property and responsibility of the school district.
- 7.7 In accordance with State Statute 33-512, school districts shall ensure that all private driver education instructors who are contracting with a public school and who will have

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unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

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SUBJECT

Temporary and Proposed Rule Changes to IDAPA 08.02.02.016 - Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

08.02.02.016.01. Renewal Requirement - Mathematics In-Service Program.

This clarification to rule is necessary to clearly articulate that standards incorporated into the "Mathematical Thinking for Instruction," courses may be taught by all Idaho-approved preparation programs under a variety of course titles. Each must be approved, however, by the State Department of Education to ensure fidelity in curriculum.

08.02.02.016.05. Out-of-State Applicants - Idaho Comprehensive Literacy Course.

This clarification to rule is necessary in order to more clearly align with the language regarding Out-of-State Applicant requirements for Mathematical Thinking for Instruction in IDAPA 08.02.02.016.02.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.016

Page 3

BOARD ACTION

I move to approve the request by the Professional Standards Commission to approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02.016 Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)
(3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: ~~(4-7-11)~~(____)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)

e. Each school administrator holding an Administrator Certificate (Pre K-12), including all school district and charter administrators. (4-4-13)

02. Out-of-State Applicants - Mathematical Thinking for Instruction. (4-4-13)

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)

03. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual who lives outside of the state of Idaho or who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (4-4-13)

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04. Renewal Requirement - Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (4-4-13)

b. Each teacher holding a Standard Elementary Certificate (K-8); and (4-4-13)

c. Each teacher holding a Standard Exceptional Child Certificate (K-12). (4-4-13)

05. Out-of-State Applicants - Idaho Comprehensive Literacy Course. ~~Out of state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement.~~ (4-4-13)()

a. Out-of-state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. ()

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. ()

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SUBJECT

Proposed Rule Changes to IDAPA 08.02.02.018, .021, .022, .023, .024, .026, .100 Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

08.02.02.018.04. Standard Elementary Certificate - Area of Endorsement.

This clarification to rule is necessary to fully articulate the intent of the law. This rule was promulgated with the intent that only completers of Idaho approved educator preparation programs would be required to seek the area of endorsement. Because Idaho is one of the few states that does not offer a middle school certificate, the area of endorsement requirement better prepares Idaho graduates with the additional content necessary to teach, and be considered highly qualified, in the middle grades.

08.02.02.021. ENDORSEMENTS

This addition to the rule is necessary in order to clearly stipulate that all areas of endorsement require relevant experience in the specified content area.

**08.02.02.022.11 ENDORSEMENTS A-D Driver Education (6-12).
08.02.02.023.03, .08, .13, .14 ENDORSEMENTS E - L English (6-12), Gifted and Talented (K-12), Library Media Specialist (K-12), Literacy (K-12).
08.02.02.024.14, .15, .16 ENDORSEMENTS M - Z Teacher Librarian (K-12).**

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In the fall of 2012 and the spring of 2013 the English Language Arts, Gifted and Talented, Library Media Specialist and Literacy standards were reviewed by committees of content experts. All standards and endorsements were revised to better align with best practices; then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee's proposed revisions including renaming the Library Science/Library Media Specialist standards and endorsement to Teacher Librarian.

The Driver Education endorsement has been struck from IDAPA because there is no longer a state requirement for teaching Driver Education courses, nor do any Idaho Approved Preparation Programs offer this endorsement.

08.02.02.026. Administrator Certificate

During the spring of 2013, the School Administrator standards and endorsements were reviewed and revised by school administrator representatives. The proposed standards and endorsements have been aligned with the Idaho administrator evaluation standards, the language from the administrator

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evaluation rubric, and the most current Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Idaho Foundation Standards for School Administrators include those for Principals, School Superintendents and Special Education Directors. The Professional Standards Commission has considered and recommended approval of all of the committee's proposed revisions.

08.02.02.100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

This clarification to rule is necessary because the Idaho accepted organization responsible for the accreditation of educator preparation programs has undergone a merger and changed names from the National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP).

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.018, .021, .022, .023, .024, .026, .100. Page 3

BOARD ACTION

I move to approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02 Rules Governing Uniformity – subsections .018, .021, .022, .023, .024, .026, and .100, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

018. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

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

02. Professional Education Requirements. (3-30-07)

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

04. Area of Endorsement. All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate.

~~4-7-11~~()

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

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

02. Professional Education Requirements. (3-16-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the

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philosophical, psychological and methodological foundations, in instructional technology and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies.

(3-16-04)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading.

(3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam.

(3-16-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments.

(3-16-04)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements:

(3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required.

(3-30-07)

02. Professional Education Requirements.

(3-30-07)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area.

(3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12).

(3-16-04)

03. Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements.

(3-30-07)

04. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12).

(3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied.

(3-16-04)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement

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of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. ()

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement). (4-4-13)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034

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through 038. (4-4-13)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

10. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

~~**11. Driver Education (6-12).** Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)~~

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

~~**03. English (6-12).** ~~Twenty (20)~~ Forty five (45) upper division semester credit hours leading toward competency as defined by Idaho Standards for English Language Arts Teachers including ~~three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, British Literature, Adolescent Literature, Multicultural Literature, three (3) semester credit hours in Content Literacy, English Literature, methods courses in Reading/Literature, Writing, and Integrating English Language Arts, and six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students.~~ (3-16-04)()~~

04. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)

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- 05. Family and Consumer Sciences (6-12).** (4-4-13)
- a.** Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)
- b.** Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)
- 06. Geography (6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)
- 07. Geology (6-12).** Twenty (20) semester credit hours in the area of Geology. (3-16-04)
- 08. Gifted and Talented (K-12).** Twenty (20) semester credit hours, leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers to include a minimum of three (3) semester credits hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, ~~and~~ Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. ~~(5-8-09)~~(____)
- 09. Health (6-12 or K-12).** Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)
- 10. History (6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)
- 11. Humanities (6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)
- 12. Journalism (6-12).** Follow one (1) of the following options: (3-16-04)
- a.** Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)
- b.** Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)
- 13. ~~Library Media Specialist (K-12).~~** ~~Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of:~~ ~~(5-8-09)~~
- ~~**a.** Collection Development/Materials Selection;~~ ~~(5-8-09)~~
- ~~**b.** Literature for Youth or Children;~~ ~~(5-8-09)~~

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- ~~c. Organization of Information (Cataloging and Classification); (5-8-09)~~
- ~~d. School Library Administration/Management; and (5-8-09)~~
- ~~e. Library Information Technologies and Information Literacy. (5-8-09)~~

14.13. Literacy (K-12). Twenty-one (201) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: ~~in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas:~~ Foundations of Reading Literacy (including reading, writing, and New Literacies); ~~or Development and Diversity of Literacy Learners; Developmental Reading; Reading Literacy in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/Diagnostic/Remedial Reading; and Teaching-Writing Instruction.~~ To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. ~~Remaining credits must be taken in the area of teaching literacy.~~ (5-8-09) (___)

024. ENDORSEMENTS M - Z.

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

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

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

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

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

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

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

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

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

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the

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following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

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

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

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

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)

08. Physical Education/Health. Must have an endorsement in both physical education and health. (3-30-07)

09. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

10. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

11. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

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

13. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

14. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service (___)

14.15. Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

15.16. World Language (6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must

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include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-4-13)

025. AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).

Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)

01. Process the Application. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)

02. Approval Has Been Received. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)

03. Office of Certification. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)

026. ADMINISTRATOR CERTIFICATE.

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

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

- a.** Hold a master's degree from an accredited college or university. (3-16-04)
- b.** Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)
- c.** Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)
- d.** Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho

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Foundation Standards for School Administrators: ~~Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership~~ School Climate, Collaborative Leadership, and Instructional Leadership. (3-30-07)(___)

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

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

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

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

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

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

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

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

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

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

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

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

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- e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)
- f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

BREAK IN CONTINUITY OF SECTIONS

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the ~~National Council for Accreditation of Teacher Education (NCATE)~~ Council for the Accreditation of Educator Preparation (CAEP) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-29-12)

02. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

03. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the National Council for Accreditation of Teacher Education (NCATE) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-29-12)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

04. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pays for all in-state expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. (4-6-05)

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SUBJECT

Pending Rule and amending of Temporary Rule – Educator Evaluations

REFERENCE

February 16, 2012	State Board Approval of ESEA Waiver
August 16, 2012	State Board Initial Approval of Rule Revisions and Additions to IDAPA 08.02.02.120 and .121
October 18, 2012	State Board Approval of Final Draft of ESEA Waiver
November 19, 2012	Rule was vacated due to the Students Come First Laws being overturned
April 18, 2013	State Board Proposed Rule IDAPA 08.02.02 .120, .121

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02 .120, .121

BACKGROUND/DISCUSSION

On February 21, 2012 the State Department of Education (SDE) submitted an ESEA waiver to gain relief from the mandates of No Child Left Behind (NCLB).

Principle 3 of the waiver clearly outlined required elements of teacher and principal evaluation models. As a result, Idaho needed to make adjustments to our teacher evaluation model and adopt a principal evaluation model for the state. The excerpt below is from the cover page that accompanied the waiver which was presented and approved at the State Board Meeting on February 16, 2012 and again on October 18, 2012:

Supporting Effective Instruction and Leadership:

Idaho developed a statewide framework for teacher evaluation. Schools also receive financial rewards for effective instruction as measured by student achievement. The State Department is currently creating a statewide framework for principal evaluation which should be completed by May 2012. The state will use their frameworks to then make necessary changes with teacher and administrator preparation programs.

As a result of the work of both the Administrator Evaluation Focus Group and the Evaluation Capacity Task Force, both of which are referenced throughout the ESEA Waiver, the State Department of Education brought forth recommended rule changes for increased rigor and utility of teacher evaluations as well as a new section specific to administrator evaluation at the August 16, 2012 State Board meeting.

The State Board of Education approved these revisions during that meeting. On November 6, 2012, Idaho voters repealed the Students Come First laws that formed the foundation of Idaho's teacher and principal evaluation systems.

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Because of this, Idaho was no longer in compliance with the ESEA Waiver requirements which required student achievement and multiple measures to be a part of both teacher and principal evaluations. As a result, Idaho needed to work with stakeholders to extensively redraft the rules to bring Idaho's teacher and principal evaluation standards back into compliance with the ESEA Waiver requirements. Because of this, the Idaho State Department of Education vacated the rule making process to allow an Educator Evaluation Task Force to be convened to analyze the gaps between Idaho's current evaluation systems and what was needed to bring Idaho's evaluation system back into compliance with the ESEA Waiver requirements:

In December 2012, the Idaho State Department of Education submitted the following timeline and plan to the US Department of Education outlining how we would ensure that Idaho was in compliance with the ESEA Waiver requirements.

January – March:

- Convene Educator Evaluation Task Force with the specific goal of making recommendations on the following items to the State Board of Education:
 - The percentage of the evaluation that will be based on Student Achievement?
 - What multiple measures will be used in the evaluation, i.e. Parental Input, Student Input, Work Place Survey, etc.?
 - The inclusion of an Individualized Professional Learning Plan that will be created for each teacher based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth?
 - How many observations are required annually and who must perform the observations?
 - Will administrators be required to complete a proficiency assessment prior to performing any evaluation or as part of their ongoing professional development for recertification?
 - Will we require a proficiency assessment for initial administrator licensure?

April – May:

- Take evaluation rule revisions for IDAPA 08.02.02.120 (Teacher Evaluation) and the addition of IDAPA 08.02.02.121 (Principal Evaluation) to the State Board of Education as Temporary and Proposed Rule.
- Receive State Board of Education approval of revisions to rule.
- Put rule revisions out for public comment.
- Receive final approval from the State Board of Education on Temporary and Proposed Rule.

2013 – 2014 School Year:

- Districts pilot revised evaluation models.

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2014 – 2015 School Year:

- Full implementation of revised evaluation models in accordance with ESEA Waiver requirements.

The attached documents include the revisions to IDAPA 08.02.02.120 and the addition of IDAPA 08.02.02.121 which are based on the recommendations and work of the Educator Evaluation Task Force. The rules received public comment following the State Board's initial approval and have been revised based on those public input. The modifications based on public comments include:

- **Both Teacher (IDAPA 08.02.02.120) and Principal (IDAPA 08.02.02.121)**
 - Replaced statewide assessment language from “ISAT” to “Statewide Assessment for Federal Accountability Purposes.”
 - Added “parents” to list of stakeholders that should be involved in the development and ongoing review of evaluation models.
 - Deleted the wording “if any” from the section of rule that is related to making personnel decisions based on evaluation.
- **Teacher (IDAPA 08.02.02.120)**
 - Added language that clarifies due to the potential transition from the ISAT to the SBAC Assessment next year, the use of Statewide Assessment for Federal Accountability Purposes will not be a required part of the evaluation until the 2014-2015 school year.
 - Districts would still be required to adopt an evaluation system in which 33% of the evaluation is based on growth in student achievement for the 2013-2014 school year based on local measures.
- **Principal (IDAPA 08.02.02.121)**
 - Added language that requires principal evaluations based on the new statewide standards to be piloted in districts during the 2013-2014 school year with full implementation during the 2014-2015 school year.
 - Added language to include “teacher input” as a multiple measure choice under the Professional Practice section.
 - Added language that requires principals to be evaluated at least once annually by May 1st.
- Added language that clarifies that while districts will pilot the new principal evaluation standards during the 2013-2014 school year, principals will be required to have 33% of their evaluation based on growth in student achievement during the 2013-2014 school year. Due to the potential transition from the ISAT to the Idaho Content Standards next year, the use of Statewide Assessment for Federal Accountability Purposes will not be a required part of the evaluation until the 2014-2015 school year.

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IMPACT

If the State Board of Education does not approve the changes, Idaho will be out of compliance with the requirements of the US Department of Education's ESEA Waiver application. If the waiver is repealed as a result, Idaho schools will continue to be held accountable under the NCLB mandates rather than the new system of accountability approved by the State Board on February 16, 2012.

ATTACHMENTS

Attachment 1 – Revisions to IDAPA 08.02.02.120

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Attachment 2 – Addition of IDAPA 08.02.02.121

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BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.120 and to add IDAPA 08.02.02.121 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

120. LOCAL DISTRICT EVALUATION POLICY – TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to the Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, ~~and teachers~~ and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. ()

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on the Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Outcomes; ()
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)

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- iv. Using Assessment in Instruction; and (3-29-12)
- v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two documented observations annually, with at least one (1) observation being completed by January 1 of each year. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: Parent/guardian input, student input and/or portfolios. ()

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, Growth in student achievement as measured by the Idaho's statewide assessment for Federal accountability purposes Standards Achievement Test (ISAT) must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. ()

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. ()

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

- a.** Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)
- b.** Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)
- c.** Evaluator -- identification of the individuals responsible for appraising or evaluating certificated

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instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. ()

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one of those observations must be completed prior to January 1 of each year. Parent/guardian input, student input and/or portfolios shall be considered. ()

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, ~~if any~~, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- a description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. ()

n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three rankings used to differentiate performance of teachers and pupil personnel certificate holders including unsatisfactory being equal to "1", basic being equal to "2" and proficient being equal to "3". ()

o. A plan for including stakeholders including, but not limited to, teachers, board members, ~~and~~ administrators and parents in the development and ongoing review of their teacher evaluation plan. ()

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all teacher and pupil personnel certificated employees on a fair and consistent basis. All contract personnel shall be evaluated at least once annually. ()

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential

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within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. ()

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. ()

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL.

For principal evaluations conducted on or after July 1, 2014 Each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014 in a format determined by the Department. The process of developing criteria and procedures for principal evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, ~~and teachers~~ and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. ()

01. Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing or evaluating certificated personnel performance. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components: ()

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. ()

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. ()

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. ()

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. ()

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/She uses research and/or best practices in improving the education program. ()

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. ()

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. ()

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. ()

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iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. ()

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. ()

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/She provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. ()

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. ()

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. ()

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. ()

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. ()

v. Evaluation- Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. ()

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. ()

02. Professional Practice. For evaluations conducted on or after July 1, 2013~~4~~, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a through 121.01.c. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all principal evaluations: Parent/guardian input, teacher input, student input and/or portfolios. ()

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, Growth in student achievement as measured by the Idaho's statewide assessment for Federal accountability purposes- Standards Achievement Test (ISAT) must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. ()

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, Local school district policies will include, at a minimum, the following information: ()

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. ()

b. Evaluation criteria -- statements of the general criteria upon which principals be evaluated. ()

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c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation. ()

d. Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data. ()

e. Procedure -- description of the procedure used in the conduct of principal evaluations. ()

f. Communication of results -- the method by which principals are informed of the results of evaluation. ()

g. Personnel actions -- the action, ~~if any~~, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. ()

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. ()

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. ()

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. ()

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. ()

l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. ()

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. ()

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 01, 2013~~4~~, districts shall have established an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including unsatisfactory being equal to "1", basic being equal to "2" and proficient being equal to "3". ()

o. A plan for including stakeholders including, but not limited to, teachers, board members, ~~and~~ administrators and parents in the development and ongoing review of their principal evaluation plan. ()

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis. All principals shall be evaluated at least once annually no later than May 1 of each year. ()

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. ()

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07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (___)

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SUBJECT

Proposed Rule - IDAPA 08.02.03.103 - Requiring instruction in cursive writing in all Idaho Public Elementary Schools

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, IDAPA 08.02.03.103 – Rules Governing Thoroughness – 2013 Resolution – HCR003.

BACKGROUND/DISCUSSION

During the 2013 legislative session Concurrent Resolution – HCR003 passed. This resolution requested the State Board of Education commence the rule making process to require that all Idaho Public Elementary Schools provide instruction in cursive handwriting. The changes to IDAPA 08.02.03.103 are being proposed consistent with this request.

IMPACT

The previous version of the Idaho Content Standards for English Language Arts contained content standards for cursive writing. On August 11, 2010 the Board adopted new content standards for English Language Arts that were to transition in over a three year period. Those new content standards will be required to be implemented in the 2013 – 2014 school year. The new English Language Arts content standards do not include standards for cursive writing, thereby eliminating the requirement that they be taught. The proposed changes would require cursive writing to still be taught at the elementary school level.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.103 – Rules Governing Thoroughness	Page 3
Attachment 2 – HCR003, passed by the Idaho Legislature	Page 5

BOARD ACTION

I move to approve the proposed amendment to IDAPA 08.02.03.103 – Rules Governing Thoroughness, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening and, in elementary schools, cursive writing. (~~4-1-97~~)(___)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

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ADOPTED 2/28/2013 – HOUSE CONCURRENT RESOLUTION HCR003
Introduced by Rep. Linden B. Bateman

LEGISLATURE OF THE STATE OF IDAHO
Sixty-second Legislature First Regular Session - 2013

IN THE HOUSE OF REPRESENTATIVES
HOUSE CONCURRENT RESOLUTION NO. 3

BY EDUCATION COMMITTEE

1 A CONCURRENT RESOLUTION
2 STATING FINDINGS OF THE LEGISLATURE AND REQUESTING THE STATE BOARD OF EDU-
3 CATION COMMENCE RULEMAKING TO PROVIDE THAT CURSIVE HANDWRITING SHALL BE
4 TAUGHT IN THE PUBLIC ELEMENTARY SCHOOLS OF THIS STATE.

5 Be It Resolved by the Legislature of the State of Idaho:

6 WHEREAS, the Legislature recognizes that handwriting, based upon
7 empirical evidence from neuroscience, plays a major role in the visual
8 recognition and learning of letters; and this is something the State of Idaho
9 should be aware of in an educational context. The State of Idaho recognizes
10 that those who learn to write by hand learn better; and

11 WHEREAS, there have been studies where cursive handwriting has helped
12 students with their fine motor skills and made them more graceful; these stu-
13 dents show more of an interest in art because they are able to form things
14 they hadn't before and they have new muscle movements that they didn't know
15 before; and

16 WHEREAS, there was an experiment involving two groups of adults in which
17 participants were taught a new, foreign alphabet. One group learned the
18 characters by hand, the other learned only to recognize them on a screen and
19 with a keyboard. Weeks after the experiment, the group that learned the
20 letters by hand consistently scored better on recognition tests than those
21 who learned with a keyboard. Brain scans of the hands-on group also showed
22 greater activity in the part of the brain that controls language comprehen-
23 sion, motor-related processes and speech-associated gestures; and

24 WHEREAS, the Legislature also recognizes that there are reliable scien-
25 tific studies that show, for some important aspects of reading and composi-
26 tion, digital technology may not be as important as handwriting; and

27 WHEREAS, the Legislature also recognizes that if the cursive script is
28 not taught, the time will come when people will not be able to read old di-
29 aries, journals, letters, documents and the like written in cursive. This
30 will have a negative effect on the study of genealogy and family history and
31 will weaken society's relationship to its past.

32 NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Ses-
33 sion of the Sixty-second Idaho Legislature, the House of Representatives
34 and the Senate concurring therein, that the State Board of Education is re-
35 quested to commence rulemaking to provide that cursive handwriting shall be
36 taught in the public elementary schools of this state.

37 BE IT FURTHER RESOLVED that the State Board of Education shall report
38 its progress in its rulemaking pursuant to this Resolution to the Second Reg-
39 ular Session of the Sixty-second Idaho Legislature.

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SUBJECT

Temporary Rule IDAPA 08.02.03.105 – Graduation Requirements

REFERENCE

November 2006	Board approved Pending Rule amending high school graduation requirements.
June 2012	Board approved Proposed Rule amendment allowing flexibility in meeting the math graduation requirement.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1628, Idaho Code
Section 33-1620, Idaho Code
Section 33-512C, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

As the state moves forward with the State Board's 60 percent goal, students must be given the flexibility to move through Idaho's education system at their own pace and at a higher level. The State Board has long been an advocate of higher standards. To this end, the Department is seeking the Board's approval of three temporary rules:

1. Advanced Opportunities: Allowing students to receive content credit for classes taken prior to high school. (The Board previously approved this at their June 2013 board meeting, but the rule is being combined with other changes in this section and therefore needs to be reapproved.)
2. Allowing the Class of 2016 to receive credit for passing the Idaho Standards Achievement Tests (ISAT) as 9th graders.
3. Allowing students who do not take the college entrance exam in their junior year, to take it as seniors.

Advanced Opportunities:

During the 2013 Legislative Session, the Idaho Legislature passed Senate Bill 1091 and Senate Bill 1028, which were both based on providing students with opportunities to advance through their coursework at a more rapid rate by taking online overload courses paid for by the State of Idaho. This would then allow eligible students to either graduate early or take dual credit courses at the expense of the State of Idaho.

The 8-in-6 Program outlined in Section 33-1628, Idaho Code as established by Senate Bill 1091, is designed to help students complete 8 years of school work in 6 years:

- 2 years of middle school
- 4 years of high school

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- 2 years of college, university, or professional technical education

Students may begin the program in the 7th grade and must complete at least one online summer or online overload course, in addition to their full course load, each school year. The state will pay for up to 2 online summer courses and 2 online overload courses per student per school year, for a maximum of 4 courses per year. The state will pay for a maximum of 8 credits of online summer/overload courses per student during their participation in the 8-in-6 program. The state will pay \$225 per online course. If the cost exceeds \$225, the student must pay the difference. The 8 in 6 program is limited to 10 percent of students in each grade level in participating districts. Unfilled slots can be reallocated first within the school district, then at the state level.

The Master Advancement Program (MAP) outlined in Section 33-1620, Idaho Code as established by Senate Bill 1028, is designed to allow districts and public charter schools to utilize mastery exams enabling students to progress more quickly through school. Districts and public charter schools must apply to participate in MAP. Students must meet the eligibility criteria set by local districts and public charter schools to participate. The student receives 35 percent of ADA as a scholarship. Thirty five percent of the ADA is distributed to the school district, and the remaining 30 percent is savings to the state.

The Advanced Opportunities (previously titled Dual Credit for Early Completers) program outlined in Section 33-1626, Idaho Code as established by Senate Bill 1091, is designed for students who have completed the state high school graduation requirements, with the exception of the senior project and math in the final year of high school, by no later than the beginning of the their final semester or trimester. Students meeting this criteria, are eligible for up to 36 postsecondary credits of dual credit courses paid for by the state or up to 12 AP or CLEP exams paid for by the state.

Currently, IDAPA 08.02.03.105 allows students to complete any required high school course with a grade of C or higher before entering grade nine, if that course meets the same standards that are required in high school, then the student will have met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in addition to the courses completed in middle school. In reviewing these three programs, the State Department of Education believes that an amendment to IDAPA 08.02.03.105, is necessary for students to fully access and participate in these programs as intended by legislators. The amendments being proposed allows students to earn both the content and credit requirements for any high school course taken prior to a student entering the 9th grade if that course meets the following criteria:

- The course meets the same standards that are required in high school,
- The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and

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- The school providing the course is accredited as recognized by the state board.

In addition to the above changes, this rule revision addresses two points of clarification related to the math in the final year of school requirement. This revision clarifies that students who must return to school during the summer or the following fall for less than a full load of courses due to failing a course are not required to retake a math course as long as they have completed six credits of mathematics. This rule revision defines when a student's final year of high school begins as it pertains to the math in the final year of high school. This rule is necessary to clarify that the math requirement in the final year of high school may be taken during the summer preceding the student's final year of high school.

This rule is being brought forth as a temporary to allow students to begin taking advantage of the programs outlined in Senate Bills 1091 and 1028.

Class of 2016 ISAT Graduation Requirement:

In the spring of 2014, all Idaho students in grades 3-8 and 11 will participate in the Smarter Balanced Field Test. Since no student scores will be available from this test, Idaho will be requesting a waiver from the U.S. Department of Education to allow schools to roll forward accountability determinations (Star Ratings) from the 2012-2013 school year.

Incoming 10th graders (Class of 2016) will not participate in the Field Test, since it will only be administered to 11th graders. However, the 10th graders should also not be required to take the ISAT as a graduation requirement, since the ISAT is not sufficiently aligned with the new Idaho Core Standards.

To ensure accountability, but also allow for a manageable transition, the following changes are requested: To allow students that have previously received a proficient or advanced score on the 10th grade ISAT, administered to them in 9th grade, to receive credit for the achievement. Students who have not received a proficient or advanced score, must complete an alternative route, as defined in rule, but designed by local school districts. Districts will also have the PSAT in 10th grade, for the first time, to utilize the state paid exam as an alternative route. All 11th graders must also take a college entrance exam in 11th grade.

College Entrance Exam:

Currently, IDAPA 08.02.03.105 requires public school students who enter high school at the 9th grade level in Fall 2009 or later, to take one (1) of the following college entrance or placement examinations, before the end of his/her eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. The College Entrance Exam requirement was initially proposed as a measure to increase the percentage of Idaho's students going on to postsecondary education, by allowing students the opportunity to see their true college readiness potential. To ensure

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students have opportunities to take the college entrance exam, the rule is striking the portion defining the junior year as the only time the student can meet the requirement. The SAT will continue to be offered twice in the junior year and again in the senior year, as paid for by the state. However, by removing the “junior year” from rule it allows greater flexibility for those students who may miss taking the test.

In addition to the above change, there is a need for the removal of the option of the ACCUPLACER Placement. The ACCUPLACER is designed to be given during a student’s senior year in high school, for course placement into college, and should not be given a student’s junior year. The purpose of the college entrance exam is for admittance into college, not as a course placement exam.

IMPACT

If approved, students will be able to take high school courses while still enrolled in middle school/junior high and meet the content and credit requirements for such course prior to enrolling in 9th grade. This will allow students to take advantage of the programs outlined in Senate Bill 1091 and Senate Bill 1028 as was intended by the Idaho Legislature. This revision will also provide clarification around the math in the final year of school requirement.

For the class of 2016 only, if a student has not received a proficient score on the ISAT as a 9th grader (utilizing the 10th grade test), students will enter an alternative route designed by the district.

There will be no tangible change for students by removing the junior year as the requirement for the college entrance exam. The SAT is offered by the state in the junior year. However, in cases of illness or other unforeseen circumstances, students would be eligible to take the test during their senior year and be allowed to graduate.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.105
ISAT Graduation Flowchart

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Page 11

BOARD ACTION

I move to approve the temporary rule amendment to IDAPA 08.02.03.105 - High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

~~**03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012).** Students will maintain a parent approved student learning plan for their high school and post high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a~~

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~~rigorous academic core and a related sequence of electives in academic, professional technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.~~ (4-11-06)

- ~~a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (4-11-06)~~

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-29-12)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

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iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.

~~(3-29-10)~~ ()

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. (4-4-13)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. ~~(Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.)~~ (3-29-10) ()

a. A student must take one (1) of the following college entrance or placement examinations ~~before the end of the student's eleventh grade year~~ prior to graduation: COMPASS, ACCUPLACER, ACT or SAT ~~SAT, ACT, or Compass~~. Scores must be included in the Learning Plan. (3-29-10) ()

b. A student may elect an exemption ~~in their 11th grade year~~ from the college entrance exam requirement if the student is:

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)

i. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (3-29-12)

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- ii. Enrolled in grade 12 at an Idaho high school after the fall statewide administration of the college entrance exam. (3-29-10)()

4. Senior Project. ~~(Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.)~~ A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), ~~and if that course meets the same standards that are required in high school, if the course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and if the school providing the course is accredited as recognized by the state board,~~ then the student ~~has~~ will have met the high school content and credit area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. ~~However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.e. through 105.01.h. in addition to the courses completed in middle school.~~ (3-29-12)()

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the Grade 10 ISAT while in Grade 9, may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)()

- a. Before entering an alternate measure, the student must be: (4-2-08)

- i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
- ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
- iii. Enrolled in the fall semester of the senior year. (3-20-04)

- b. The alternate plan must: (4-7-11)

- i. Contain multiple measures of student achievement; (4-7-11)
- ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
- iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
- iv. Be valid and reliable; and (4-7-11)
- v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

- c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

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ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

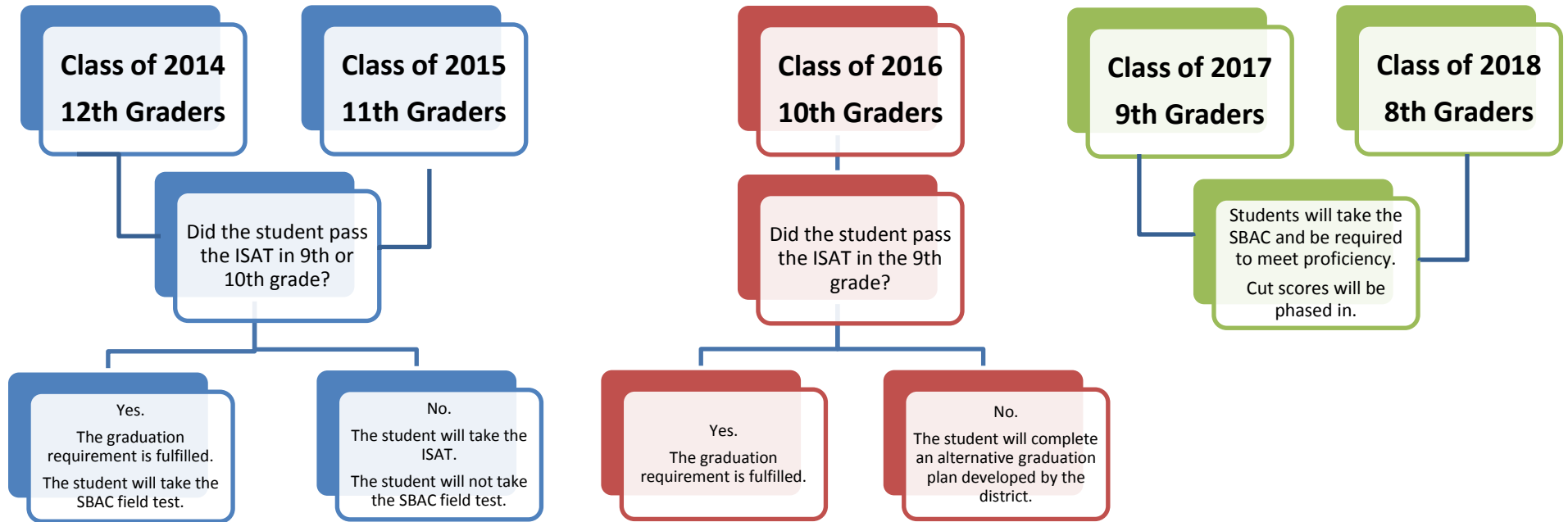
d. For the Class of 2016, students who have not received a proficient or advanced score on the ISAT in Grade 9, will be required to complete an alternative plan for graduation as designed by the district including the elements prescribed in section 06.b. (5-8-09)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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**STATE DEPARTMENT OF EDUCATION
AUGUST 15, 2013
PROPOSED GRADUATION REQUIREMENT PLAN**



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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Rule IDAPA 08.02.03.104, 105. Establish physical education requirements in elementary, middle school/junior high and high school and require cardiopulmonary resuscitation (CPR) training; changes to requirements regarding college entrance exams, and flexibility in math and science requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, IDAPA 08.02.03 .104, 105 – Rules Governing Thoroughness.

BACKGROUND/DISCUSSION

Physical Education:

Changes to IDAPA 08.02.03 - Section 104 and 105 are being proposed. Currently, there are no required minimums for elementary, middle school/junior high, or high school. This change seeks to set out minimum requirements for physical education at all levels. In addition, the change requires cardiopulmonary resuscitation to be taught in high school.

Research by the American Heart Association predicts by 2015, 41 percent of adults in the United States will be obese. With research confirming that regular participation in physical education outside of recess reduces risks to childhood obesity, regulation of physical education becomes imperative. In addition, regular physical education is associated with lower risks of cardiovascular disease, high blood pressure, diabetes, obesity, and becoming part of a statistic.

Beyond lower risks of diseases, students who are regularly active outside of recess have higher scholastic achievements and better in-classroom behavior while their unfit counter parts have high levels of absences and lower scholastic achievements. Studies also suggest that adolescents who participate in schools physical education performed better on standardized math and reading tests even when less time was allotted to academics. Changes to IDAPA 08.02.03 Section 104 ensure students have access to effective physical education. The Early Childhood Longitudinal Study published in 2004 showed that physical education programs are effective in combating childhood obesity, especially in young adolescents.

The American Heart Association, along with the National Association of Sport and Physical Education (NASPE) has released best practice data for physical education. The recommended minimum for students in elementary school is 150 minutes per week. The recommended minimum for students in middle school/junior high is 225 minutes per week. For those students in high school, a graduation requirement is recommended.

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This change also includes a provision to require CPR training in health classes in high school. Sudden cardiac arrest can occur at any time. Nearly 383,000 people have cardiac arrest outside of a hospital every year and only 11 percent survive, most likely because they don't receive timely CPR. Given right away, CPR doubles or triples survival rates. Teaching students CPR could save lives by filling our community with lifesavers – those trained to give sudden cardiac arrest victims the immediate help they need to survive until Emergency Medical Technicians (EMT) arrive.

Engineering, Computer Science as Math and Science credits

The state of Idaho requires three years of science and of math in order for a student to graduate. The state has also put a strong emphasis on STEM (Science, Technology, Engineering, and Math) education. Several technology businesses, higher education, and the Idaho Technology Council support expanding Idaho's graduation requirements to include STEM. This will allow students to take upper level STEM classes as core classes versus electives. Students need greater exposure to the applicability of math and science and by allowing this flexibility in graduation requirements; students could gain valuable exposure to high demand areas. A committee collaborated to propose students be allowed to take dual credit engineering or dual credit computer science or AP computer science as a math or science credit. Students must have completed Algebra II standards in order to be eligible for computer science as a graduation requirement. In addition, engineering and computer science is limited to 2 science credits for the purposes of graduation. The state of Washington recently passed similar legislation.

IMPACT

Physical Education:

In conjunction with the American Heart Association and the Idaho Association for Health, Physical Education, Recreation and Dance, the State Department of Education did the first ever quantitative study of physical education in schools. In reviewing data with 95 percent of elementary schools reporting, an average of 62 minutes of physical education is offered. In light of this data, we recommend requiring 60 minutes per week for elementary students. With 95 percent of middle schools and junior highs reporting, the average was 223 minutes offered. Again, because the schools are already so close to best practices, the Department recommends 200 minutes per week, phased to 225 minutes per week over five years.

With 100 percent of high schools reporting, 77 percent of high schools require physical education for graduation, and of those 83 percent of those require 2 credits. We thought the fiscal impact will be minimal to most school districts. This was confirmed when we analyzed the data further. When looking at physical education teachers and the number of sections they teach, it is estimated that

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implementing 2 credits of physical education, even without the waivers for sport participation, will add approximately 12 physical education Full Time Employees (FTE) statewide at an average of \$35,000 per employee, equaling \$420,000 of state support to school districts. In addition, as referenced above, schools will see lower absentee rates and higher academic achievement.

The fiscal impact to the CPR training is minimal. CPR can be taught by a number of EMS agencies, hospitals, or community educators. Requests for CPR training are almost always granted. In addition, this puts thousands of potential lifesavers, equipped with skills that could save someone in sudden cardiac arrest. This request requires districts to spend a minimum of one class period on CPR, but would allow local districts to spend additional time if necessary.

ATTACHMENTS

Attachment 1 - Proposed changes to IDAPA 08.02.03.104, 105	Page 5
Attachment 2 - Districts not requiring PE data for fiscal year	Page 11
Attachment 3 - Elementary MS PE template	Page 13
Attachment 4 - Idaho Schools PE Credits by district (2)	Page 31

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.03.104, 105 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness, a minimum of 60 minutes of physical education on a weekly basis.)

(4-11-06) ()

b. Additional instructional options as determined by the local school district. For example:

Languages other than English

Career Awareness

(4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

c. Other required instruction for all middle school students:

Physical Education (fitness, an average of 220 minutes of physical education on a weekly basis, beginning Fall of 2015; to be increased to 225 minutes on a weekly basis beginning Fall 2018)

(4-11-06) ()

d. Other required offerings of the school:

Family and Consumer Science

Fine & Performing Arts

Professional Technical Education

Advisory Period (middle school only, encouraged in junior high school)

(4-11-06)

~~**03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012).** Students will maintain a parent approved student learning plan for their high school and post high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation~~

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~~from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.~~ (4-11-06)

- ~~a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:~~
- ~~Physical Education (fitness)~~
 - ~~Humanities~~
 - ~~Professional Technical Education (including work based learning)~~
 - ~~Family and Consumer Science~~
 - ~~Fine and Performing Arts~~
 - ~~Languages other than English (may include indigenous languages or sign language)~~ (4-11-06)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is ~~forty two (42) credits. The forty two (42) credits must include twenty five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. All credit bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be~~ forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-29-12)(__)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. ~~Four (4)~~ Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. ~~For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such~~ Students must complete secondary mathematics ~~includes instruction~~ in the following areas: (3-29-10)(__)

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i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-29-10)()

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. (4-4-13)

e. Science. ~~Four (4)~~ Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. (3-29-10)()

~~i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required.~~ (3-29-10)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter high school at the 9th grade level in Fall 2015 or later, each student shall receive a minimum of one class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in AHA Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-29-10)()

i. Physical Education. Effective for all public school students who enter high school at the 9th grade level in Fall 2015 or later: Two (2) credits are required for graduation. ()

i. One (1) credit may be substituted with participation for one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district or 18 weeks of a sport recognized by the local school district. ()

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

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03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) (3-29-12)

a. A student must take one (1) of the following college entrance or placement examinations ~~before the end of the student's eleventh grade year~~ prior to graduation: COMPASS, ACCUPLACER, ACT or SAT SAT, ACT, or Compass. Scores must be included in the Learning Plan. (3-29-12)()

b. A student may elect an exemption ~~in their 11th grade year~~ from the college entrance exam requirement if the student is: (3-29-12)

- i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)
- ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (3-29-12)
- iii. Enrolled in grade 12 at an Idaho high school after the fall statewide administration of the college entrance exam. ()

04. Senior Project. ~~(Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.)~~ A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)()

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), ~~and~~ if that course meets the same standards that are required in high school, if the course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and if the school providing the course is accredited as recognized by the state board, then the student ~~has~~ will have met the high school content and credit area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript ~~However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.e. through 105.01.h. in addition to the courses completed in middle school.~~ (3-29-12)()

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the Grade 10 ISAT while in Grade 9, may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)()

- a.** Before entering an alternate measure, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The alternate plan must: (4-7-11)

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- i. Contain multiple measures of student achievement; (4-7-11)
 - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
 - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
 - iv. Be valid and reliable; and (4-7-11)
 - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
 - c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must be approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
 - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
 - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)
 - d. For the Class of 2016, students who have not received a proficient or advanced score on the ISAT in Grade 9, will be required to complete an alternative plan for graduation as designed by the district including the elements prescribed in section 06.b. (—)
- 07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)
- 08. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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**STATE DEPARTMENT OF EDUCATION
AUGUST 15, 2013**

School District	No.	# PE teachers	# classes of PE	# students enrolled	Capacity @ 30 students	total enrolled	# students X2 sem.	meet all students required	FTE ?
Districts w/no PE credit required									
Aberdeen	58	2	3	119	150	238	476	3.2	
Camas	60	no ISEE data							33% students PE in May ISEE
Caldwell	132	8	28	740	840	1337	2674	3.2	
Grace	148	2	3	35	90	121	242	2.7	
North Fremont	215	2	4	99	120	187	374	3.1	
South Fremont	215	3	5	80	150	497	994	3.3	
Bliss	234	no ISEE data							
Cottonwood	111	no ISEE data							
Filer	413	2	7	171	210	415	830	4	
Firth	59	no ISEE data							
Homedale	370	3	6	179	180	421	842	4.7	.25 FTE
Horseshoe Bend	73	no ISEE data							
IF Skyline	91	5	17	505	510	1446	2892	5.7	1 FTE
IF Idaho Falls	91	3	13	332	390	1455	2910	7.5	2 FTE
Lapwai	341	1	2	31	60	144	288	4.8	
Madison	321	8	15	494	450	1448	2896	6.4	1.75 FTE
Midvale	433	1	1	4	30	28	56	1.8	
Minidoka County	331	7	17	527	510	1053	2106	4.1	
Notus	135	2	4	41	120	117	234	2	
Payette	371	2	10	183	300	514	1028	3.4	
Pocatello HS	25	4	11	331	330	1168	2336	7.1	1.5 FTE
Highland HS	25	5	11	291	330	1469	2938	8.9	2.25 FTE
Century	25	3	9	325	270	1259	2518	9.3	2 FTE
Ririe	252	2	2	39	60	223	446	7.4	69% of students recorded in May
Rockland	382	no ISEE data							
Districts requiring 1 credit									
Plummer	44	1	2	43	60	148	296	4.9	
Snake River	52	3	8	79	240	537	1074	4.5	

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Nampa Skyview	131	3	13	527	390	1415	2830	7.3	1 FTE
Nampa Columbia	131	3	18	521	540	1475	2950	5.5	
Nampa HS	131	4	21	740	630	1754	3508	5.6	
Burley HS	151	4	16	458	480	901	1802	3.8	
Oakley	151	2	3	44	90	141	282	3.1	
Raft River	151	1	2	36	60	104	208	3.5	
Declo HS	151	2	5	118	150	336	672	4.5	
Orofino	171	1	1	29	30	288	576	19.2	52% of students recorded in May
Challis	181	1	3	47	90	129	258	2.9	
Preston	201	5	14	476	420	732	1434	3.4	
Coeur d'Alene	271	4	16	577	480	1566	3132	6.5	1 FTE
Lake City	271	6	28	924	840	1625	3250	3.9	
Lakeland	272	3	12	260	360	843	1686	4.7	
Timberlake	272	3	9	227	270	553	1106	4.1	
Kendrick	283	1	4	51	120	79	158	1.3	
Fruitland	373	4	14	287	420	491	982	2.3	
1 FTE=170 students									
Goal to keep the semesters required to service all students to 4 or below, this determines when to add FTE's									

**STATE DEPARTMENT OF EDUCATION
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District Name	School Name	Min/week	JH Min/Wk	Cert?
ABERDEEN DISTRICT	ABERDEEN ELEMENTARY SCHOOL	30		N
	ABERDEEN MIDDLE SCHOOL		260	Y
AMERICAN FALLS JOINT DISTRICT	A F INTERMEDIATE SCHOOL	40		Y
	AMERICAN FALLS (ALT.) ACADEMY			
	HILLCREST ELEMENTARY SCHOOL	40		Y
	WILLIAM THOMAS MIDDLE SCHOOL		130	Y
Another Choice Virtual Charter	Another Choice Virtual Charter			
	Another Choice Virtual Charter			
ANSER CHARTER SCHOOL	ANSER CHARTER SCHOOL			
ARBON ELEMENTARY DISTRICT	ARBON ELEMENTARY SCHOOL			enrollment 10 students
ARTEC Charter	ARTEC Charter			
AVERY SCHOOL DISTRICT	AVERY ELEM-JR HIGH SCHOOL			enrollment 13
BASIN SCHOOL DISTRICT	BASIN ELEMENTARY SCHOOL	80		Y JH 60/wk, Y
	ICHS NIGHT SCHOOL			
BEAR LAKE COUNTY DISTRICT	A J WINTERS ELEMENTARY SCHOOL	90		Y
	BEAR LAKE MIDDLE SCHOOL		240	Y
	GEORGETOWN ELEMENTARY SCHOOL	120		Y
	PARIS ELEMENTARY SCHOOL	120		Y
Blackfoot Charter School	Blackfoot Charter School			
BLACKFOOT COMMUNITY LEARNING	BLACKFOOT COMMUNITY LEARNING			
BLACKFOOT DISTRICT	BLACKFOOT SIXTH GRADE ELEM	160		Y PE is an elective, 1 trimester
1 specialist and 1 parapro	DONALD D. STALKER ELEMENTARY	60		Y 30 w/PE teach, 30w/classroom
	FORT HALL ELEMENTARY SCHOOL	60		Y 30 w/PE teach, 30w/classroom
	GROVELAND ELEMENTARY SCHOOL	60		Y 30 w/PE teach, 30w/classroom
	I T STODDARD ELEMENTARY SCHOOL	60		Y 30 w/PE teach, 30w/classroom
	IRVING KINDERGARTEN CENTER			
	MOUNTAIN VIEW MIDDLE SCH (ALT)			
	MOUNTAIN VIEW MIDDLE SCHOOL		225	Y
	RIDGE CREST ELEMENTARY SCHOOL	60		Y 30 w/PE teach, 30w/classroom
	WAPELLO ELEMENTARY SCHOOL	60		Y 30 w/PE teach, 30w/classroom
BLAINE COUNTY DISTRICT	BELLEVUE ELEMENTARY SCHOOL	60		Y K 25min
	CAREY PUBLIC SCHOOL	60	350	Y 1st-30min, JH trimester
	ERNEST HEMINGWAY ELEMENTARY	45		Y
	HAILEY ELEMENTARY SCHOOL	50		Y
	SILVER CREEK ALTERNATIVE SCH			
	WOOD RIVER MIDDLE SCHOOL		250	Y 1 trimester

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District Name	School Name	Min/week	JH Min/Wk	Cert?
BLISS JOINT DISTRICT	WOODSIDE ELEMENTARY SCHOOL	50		Y
	BLISS SCHOOL	60	240	N, N
BOISE INDEPENDENT DISTRICT	ADA COUNTY JUVENILE CENTER			
	ADAMS ELEMENTARY SCHOOL	60		Y
	AMITY ELEMENTARY SCHOOL	60		Y
	BOISE EVENING SCHOOL			
	COLLISTER ELEMENTARY SCHOOL	60		Y
	CYNTHIA MANN ELEMENTARY SCHOOL	60		Y
	DEHYRL A DENNIS PROF-TECH CTR			
	EAST JUNIOR HIGH SCHOOL		240	Y
	FAIRMONT JUNIOR HIGH SCHOOL		240	Y
	GARFIELD ELEMENTARY SCHOOL	60		Y
	GRACE JORDAN ELEMENTARY	60		Y
	HAWTHORNE ELEMENTARY SCHOOL	60		Y
	HIDDEN SPRINGS ELEMENTARY	60		Y
	HIGHLANDS ELEMENTARY SCHOOL	60		Y
	HILLCREST ELEMENTARY SCHOOL	60		Y
	HORIZON ELEMENTARY SCHOOL	60		Y
	JEFFERSON ELEMENTARY SCHOOL	60		Y
	KOELSCH ELEMENTARY SCHOOL	60		Y
	LANGUAGE ACADEMY	60		Y
	LES BOIS JUNIOR HIGH SCHOOL		240	Y
	LIBERTY ELEMENTARY SCHOOL	60		Y
	LONGFELLOW ELEMENTARY SCHOOL	60		Y
	LOWELL ELEMENTARY SCHOOL	60		Y
	MADISON EARLY CHILDHOOD SCHOOL			K 30min/wk
	MAPLE GROVE ELEMENTARY SCH	60		Y
	MARIAN PRITCHETT MEMORIAL SCH			
	MONROE ELEMENTARY SCHOOL	60		Y
	MORLEY NELSON ELEMENTARY	60		Y
	MOUNTAIN VIEW ELEMENTARY SCH	60		Y
	NORTH JUNIOR HIGH SCHOOL		240	Y
	OWYHEE ELEMENTARY SCHOOL	60		Y
	PIERCE PARK ELEMENTARY SCHOOL	60		Y
	RIVERGLEN JR HIGH SCHOOL		240	Y
	RIVERSIDE ELEMENTARY SCHOOL	60		Y

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	ROOSEVELT ELEMENTARY SCHOOL	60		Y	
	SHADOW HILLS ELEMENTARY	60		Y	
	SOUTH JUNIOR HIGH SCHOOL		240	Y	
	TRAIL WIND ELEMENTARY	60		Y	
	TREASURE VALLEY MATH/SCIENCE	60		Y	
	VALLEY VIEW ELEMENTARY SCHOOL	60		Y	
	WASHINGTON ELEMENTARY SCHOOL	60		Y	
	WEST JUNIOR HIGH SCHOOL		240	Y	
	WHITE PINE ELEMENTARY SCHOOL	60		Y	
	WHITNEY ELEMENTARY SCHOOL	60		Y	
	WHITTIER ELEMENTARY SCHOOL	60		Y	
	WILLIAM HOWARD TAFT ELEMENTARY	60		Y	
BONNEVILLE JOINT DISTRICT	AMMON ELEMENTARY SCHOOL	35		Y	
	BRIDGEWATER ELEMENTARY SCHOOL	35		Y	
	CLOVERDALE ELEMENTARY SCHOOL	35		Y	
	DISCOVERY ELEMENTARY SCHOOL	35		Y	
	FAIRVIEW ELEMENTARY SCHOOL	35		Y	
	FALLS VALLEY ELEMENTARY SCHOOL	35		Y	
	HILLVIEW ELEMENTARY SCHOOL	35		Y	
	IONA ELEMENTARY SCHOOL	35		Y	
	RIMROCK ELEMENTARY	35		Y	
	ROCKY MOUNTAIN MIDDLE SCHOOL		200	Y	7th require
	SANDCREEK MIDDLE SCHOOL		200	Y	7th require,& 1 sem 8th required
	TIEBREAKER ELEMENTARY SCHOOL	35		Y	
	UCON ELEMENTARY SCHOOL	35		Y	
	WOODLAND HILLS ELEMENTARY	35		Y	
Bonneville School District	Bonneville Online Elementary School				
BOUNDARY COUNTY DISTRICT	BOUNDARY COUNTY JR HIGH SCHOOL		108	Y	
	MOUNT HALL ELEMENTARY SCHOOL	80		Y	
	NAPLES ELEMENTARY SCHOOL	80		Y	
	VALLEY VIEW ELEMENTARY SCHOOL	80		Y	
BRUNEAU-GRAND VIEW JOINT DIST	BRUNEAU ELEMENTARY SCHOOL	60		N	
	GRAND VIEW ELEMENTARY SCHOOL	60		N	
	RIMROCK JR-SR HIGH SCHOOL		200	Y	
BUHL JOINT DISTRICT	BUHL MIDDLE SCHOOL		225	Y	
	POPPLEWELL ELEMENTARY SCHOOL	225		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
BUTTE COUNTY JOINT DISTRICT called	ARCO ELEMENTARY SCHOOL	70		Y	1st-3rd, 100 min, 4th-5th, 25min
	BUTTE COUNTY MIDDLE SCHOOL		225	Y	
	HOWE ELEMENTARY SCHOOL	60		Y	
CALDWELL DISTRICT	JEFFERSON MIDDLE SCHOOL		225	Y	
	LEWIS AND CLARK ELEMENTARY	60		Y	
	LINCOLN ELEMENTARY SCHOOL	60		Y	
	SACAJAWEA ELEMENTARY SCHOOL	60		Y	
	SYRINGA MIDDLE SCHOOL		230	Y	
	VAN BUREN ELEMENTARY SCHOOL	45		Y	
	WASHINGTON ELEMENTARY SCHOOL	40		Y	
	WILSON ELEMENTARY SCHOOL	60		Y	
	CAMAS COUNTY ELEM-JR HIGH SCH	37	225	Y, Y	
CAMAS COUNTY DISTRICT					
CAMBRIDGE JOINT DISTRICT	CAMBRIDGE ELEMENTARY SCHOOL	67		Y	50min1-4 100min5-6
	CAMBRIDGE JR-SR HIGH SCHOOL		240	Y	1 semester
CASCADE DISTRICT called	CASCADE ELEMENTARY SCHOOL	150		Y	
	CASCADE JR-SR HIGH SCHOOL		200	Y	400 min/2wks
CASSIA COUNTY JOINT DISTRICT called	ALBION ELEMENTARY SCHOOL	40		N	Pam will email back
	ALMO ELEMENTARY SCHOOL	22		N	
	BURLEY JUNIOR HIGH SCHOOL		175	Y	
	DECLO ELEMENTARY SCHOOL	40		N	
	DECLO JR HIGH SCHOOL		327	Y	
	DWORSHAK ELEMENTARY SCHOOL	60		N	
	MOUNTAIN VIEW ELEMENTARY	50		N	
	OAKLEY ELEMENTARY SCHOOL	60		N	
	OAKLEY JR-SR HIGH SCHOOL		85	Y	
	RAFT RIVER ELEMENTARY SCHOOL				
	RAFT RIVER JR-SR HIGH SCHOOL		90	Y	
	WHITE PINE ELEMENTARY	45		Y	
	CASTLEFORD SCHOOL (ELEM ED)	75		Y	
	CASTLEFORD SCHOOL (6TH)		175	Y	
CHALLIS JOINT DISTRICT called	CHALLIS ELEMENTARY SCHOOL	60		Y	
	CHALLIS JR-SR HIGH SCHOOL				
	CLAYTON ELEMENTARY SCHOOL				
	PATTERSON ELEMENTARY SCHOOL	160		Y	11 students
	STANLEY ELEM-JR HIGH SCHOOL	105	105	Y	
CLARK COUNTY DISTRICT	CLARK COUNTY JUNIOR-SENIOR		240	Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
COEUR D ALENE DISTRICT called	LINDY ROSS ELEMENTARY SCHOOL	120		Y	
	ATLAS ELEMENTARY SCHOOL	45		Y	
	BORAH ELEMENTARY SCHOOL	45		Y	
	BRYAN ELEMENTARY SCHOOL	45		Y	
	CANFIELD MIDDLE SCHOOL		50	Y	
	DALTON ELEMENTARY SCHOOL	45		Y	
	FERNAN ELEMENTARY SCHOOL	45		Y	
	HAYDEN MEADOWS ELEMENTARY SCH	45		Y	
	LAKES MIDDLE SCHOOL		50	Y	
	RAMSEY ELEMENTARY SCHOOL	45		Y	
COEUR DALENE CHARTER ACADEMY	SKYWAY ELEMENTARY SCHOOL	45		Y	
	SORENSEN ELEMENTARY SCHOOL	45		Y	
	WINTON ELEMENTARY SCHOOL	45		Y	
	WOODLAND MIDDLE SCHOOL		50	Y	
	COEUR DALENE CHARTER ACADEMY				
	COMPASS PUBLIC CHARTER SCHOOL				
	COTTONWOOD JOINT DISTRICT	PRAIRIE ELEMENTARY SCHOOL	135	Y	1st/2nd 45,3rd/4th 135, 5th/6th, 6th/7th 135
		PRAIRIE MIDDLE SCHOOL		Y	250
	COUNCIL DISTRICT	COUNCIL ELEMENTARY SCHOOL	80	N	wanted to plead the 5th
		COUNCIL JR-SR HIGH SCHOOL		Y	230
CULDESAC JOINT DISTRICT	CULDESAC SCHOOL	120	220	Y	
DIETRICH DISTRICT	DIETRICH SCHOOL	90	250	Y	
EMMETT INDEPENDENT DIST	Emmett Middle School		350	Y	1 tri 350/wk
	KENNETH CARBERRY INTERMEDIATE	60		Y	
	OLA ELEM-JR HIGH SCHOOL	60		Y	
	SHADOW BUTTE ELEMENTARY SCH	60		Y	
	SWEET-MONTOUR ELEM-JR HIGH SCH	60		Y	
Falcon Ridge Charter LEA	FALCON RIDGE PUBLIC CHARTER				
FILER DISTRICT	FILER ELEMENTARY SCHOOL	50		Y	
	FILER MIDDLE SCHOOL		250	Y	7th band no PE
	HOLLISTER ELEMENTARY SCHOOL	30		N	
FIRTH DISTRICT	A W JOHNSON ELEMENTARY SCHOOL	60		Y	
	FIRTH MIDDLE SCHOOL		162	Y	5th/6th 100 7th/8th 224
Forrest M Bird Charter School	Forrest M Bird Charter School				
FREMONT COUNTY JOINT DISTRICT	ASHTON ELEMENTARY SCHOOL	30		Y	
	FIVE-COUNTY DETENTION CENTER				

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	HENRY'S FORK ELEMENTARY	30		Y	
	NORTH FREMONT JR-SR HIGH SCH		255	Y	
	PARKER-EGIN ELEMENTARY SCHOOL	30		Y	
	SOUTH FREMONT ALT JR HIGH				
	SOUTH FREMONT JR HIGH		260	Y	
	TETON ELEMENTARY SCHOOL	30		Y	
FRUITLAND DISTRICT	FRUITLAND ALTERNATIVE SCHOOL				
	FRUITLAND ELEMENTARY SCHOOL	55		Y	K-2 60min, 3-4 45min
	FRUITLAND MIDDLE SCHOOL		240	Y	5th 1/wk
GARDEN VALLEY DISTRICT	GARDEN VALLEY SCHOOL	80	240	Y, Y	
	LOWMAN ELEMENTARY SCHOOL				6 students
GENESEE JOINT DISTRICT	GENESEE SCHOOL	60	275	Y, Y	
GLENNS FERRY JOINT DISTRICT	GLENNS FERRY ELEMENTARY SCHOOL	30		Y	
	GLENNS FERRY MIDDLE SCHOOL	50	350	Y	8th 2 trimest. 7th mixed with 6 & 8
GOODING JOINT DISTRICT	GOODING ELEMENTARY SCHOOL	55		Y	
	GOODING MIDDLE SCHOOL		280	Y	6th trimester, 7th trimest
GRACE JOINT DISTRICT	GRACE ELEMENTARY SCHOOL	90		N	
	GRACE JR/SR HIGH SCHOOL		240	Y	
	THATCHER ELEMENTARY SCHOOL	90		N	
HAGERMAN JOINT DISTRICT	HAGERMAN SCHOOL	60	300	N, Y	4-8 certified teacher
HANSEN DISTRICT	HANSEN ELEMENTARY SCHOOL	40		Y	
	HANSEN JR/SR HIGH SCHOOL		232	Y	
HERITAGE ACADEMY District	HERITAGE ACADEMY				
HERITAGE COMMUNITY CHARTER District	HERITAGE COMMUNITY CHARTER				
HIGHLAND JOINT DISTRICT	HIGHLAND SCHOOL	80	200	Y, Y	
HOMEDALE JOINT DISTRICT	HOMEDALE ELEMENTARY SCHOOL	85		Y	
called	HOMEDALE MIDDLE SCHOOL	95	250	Y	5th/6th, 7th/8th
HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND ELEMENTARY	60		Y/N	1X/wk certified teacher, 1X volunt
	HORSESHOE BEND MIDDLE-SR HIGH		240	Y	PE 1 qtr
IDAHO ARTS CHARTER SCHOOL	IDAHO ARTS CHARTER SCHOOL				
Idaho Connects Online School (ICON)	Idaho Connects Online School (ICON)				
IDAHO DIGITAL LEARNING ACADEMY	IDAHO DIGITAL LEARNING ACADEMY				
IDAHO DISTANCE EDUCATION ACAD	IDAHO DISTANCE EDUCATION ACAD				
IDAHO FALLS DISTRICT	3-B DENTENTION CENTER				
	A H BUSH ELEMENTARY SCHOOL	30		Y	
	DORA ERICKSON ELEM SCHOOL	30		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	EAGLE ROCK JUNIOR HIGH SCHOOL		210	Y	
	EDGEMONT GARDENS ELEMENTARY	30		Y	
	ETHEL BOYES ELEMENTARY SCHOOL	30		Y	
	FOXHOLLOW ELEMENTARY SCHOOL	30		N	
	HAWTHORNE ELEMENTARY SCHOOL	30		N	
	LINDEN PARK ELEMENTARY SCHOOL	30		Y	
	LONGFELLOW ELEMENTARY SCHOOL	30		Y	
	SUNNYSIDE ELEMENTARY SCHOOL	30		Y	
	Taylorview Middle School		260	Y	
	TEMPLE VIEW ELEMENTARY SCHOOL	30		Y	
	THERESA BUNKER ELEMENTARY	30		Y	
	WESTSIDE ELEMENTARY SCHOOL	30		Y	
Idaho Science and Technology Charter School	Idaho Science and Technology Charter Sch				
IDAHO VIRTUAL ACADEMY	IDAHO VIRTUAL ACADEMY				
INSPIRE VIRTUAL CHARTER LEA	INSPIRE VIRTUAL CHARTER SCHOOL				
	INSPIRE VIRTUAL CHARTER SCHOOL				
	INSPIRE VIRTUAL CHARTER SCHOOL				
ISUCCEED VIRTUAL HIGH SCHOOL	ISUCCEED VIRTUAL HIGH SCHOOL				
JEFFERSON COUNTY JT DISTRICT	HARWOOD ELEMENTARY SCHOOL	30		Y	
	JEFFERSON ALTERNATIVE JR HIGH				
	JEFFERSON ELEMENTARY SCHOOL	30		Y	
	MIDWAY ELEMENTARY SCHOOL	30		Y	
	MIDWAY MIDDLE SCHOOL		225	Y	2 trimester
	RIGBY JUNIOR HIGH SCHOOL		225	Y	2 trimester
	ROBERTS ELEMENTARY SCHOOL	30		Y	
Jefferson County School District	South Fork Elementary School	30		Y	
JEROME JOINT DISTRICT	Day Treatment Center				
	HORIZON ELEMENTARY SCHOOL	60			
	JEFFERSON ELEMENTARY SCHOOL	60		Y	
	JEROME MIDDLE SCHOOL				
	Northside Junior/Senior High School				
	SUMMIT ELEMENTARY	60		Y	
JUNIPER HILLS- LEWISTON	JUNIPER HILLS- LEWISTON				
JUNIPER HILLS-NAMPA	JUNIPER HILLS-NAMPA				
JUNIPER HILLS-ST ANTHONY	JUNIPER HILLS-ST ANTHONY				
KAMIAH JOINT DISTRICT	KAMIAH ELEMENTARY SCHOOL	30		Y	1st-4th

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
KELLOGG JOINT DISTRICT	KAMIAH MIDDLE SCHOOL		300	Y	5th & 6th 60 min
	CANYON ELEMENTARY SCHOOL	40		Y	
	KELLOGG MIDDLE SCHOOL		225	Y	1 semester
	PINEHURST ELEMENTARY SCHOOL	40		Y	
KENDRICK JOINT DISTRICT	SUNNYSIDE ELEMENTARY SCHOOL	40		Y	
	JULIAETTA ELEMENTARY SCHOOL	200		Y	
	KENDRICK JR-SR HIGH SCHOOL		200	Y	7th 150 combo 10% health, 8th 25
	will email back				
NORTHWEST CHILDREN'S HOME					
KIMBERLY DISTRICT	KIMBERLY ELEMENTARY SCHOOL	60		Y	
	KIMBERLY MIDDLE SCHOOL		180	Y	
Kootenai Bridge Academy					
KOOTENAI DISTRICT	HARRISON ELEMENTARY SCHOOL	40		Y	
	KOOTENAI JR-SR HIGH SCHOOL		250	Y	6th/7th full year, 8th 1 sem
KUNA JOINT DISTRICT	CRIMSON POINT ELEMENTARY SCHOOL	60		Y	
	FREMONT H TEED ELEMENTARY SCH	60		Y	
	HUBBARD ELEMENTARY SCHOOL	60		Y	
	INDIAN CREEK ELEMENTARY	60		Y	
	KUNA MIDDLE SCHOOL		150	Y	
	REED ELEMENTARY SCHOOL	60		Y	
	ROSS ELEMENTARY SCHOOL	60		Y	
	CLARK FORK JR-SR HIGH SCHOOL		225	Y	
LAKE PEND OREILLE DISTRICT	FARMIN STIDWELL ELEMENTARY SCH	60			
	HOPE ELEMENTARY SCHOOL	90		Y	
	KOOTENAI ELEMENTARY SCHOOL	60		Y	
	NORTHSIDE ELEMENTARY SCHOOL	60		Y	
	SAGLE ELEMENTARY SCHOOL	60		Y	
	SANDPOINT JUVENILE DETENTION				
	SANDPOINT MIDDLE SCHOOL		225	Y	
LAKELAND DISTRICT	SOUTHSIDE ELEMENTARY SCHOOL	60		Y	
	WASHINGTON ELEMENTARY SCHOOL	60		Y	
	ATHOL ELEMENTARY SCHOOL	35		Y	taught by specialists, supplement
	BETTY KIEFER ELEMENTARY SCHOOL	35		Y	
	GARWOOD ELEMENTARY SCHOOL	35		Y	
	JOHN BROWN ELEMENTARY SCHOOL	35		Y	
	LAKELAND JUNIOR HIGH SCHOOL		240	Y	7th 1 sem, 8th PE/Health
	SPIRIT LAKE ELEMENTARY SCHOOL	35		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	TIMBERLAKE JUNIOR HIGH SCHOOL		240	Y	
	TWIN LAKES ELEMENTARY SCHOOL	35		Y	
LAPWAI DISTRICT	LAPWAI MIDDLE SCHOOL		300	Y	6TH 120/w 7th/8th elective
	LAPWAI ELEMENTARY SCHOOL	60		Y	
Legacy Charter School District	LEGACY CHARTER SCHOOL				
LEWISTON INDEPENDENT DISTRICT	CAMELOT ELEMENTARY SCHOOL	60		Y	
called	CENTENNIAL ELEMENTARY SCHOOL	60		Y	
	JENIFER JUNIOR HIGH SCHOOL		235	Y	
	MC GHEE ELEMENTARY SCHOOL	60		Y	
	MC SORLEY ELEMENTARY SCHOOL	60		Y	
	ORCHARDS ELEMENTARY SCHOOL	60		Y	
	REGION 2 JUVENILE DET CENTER				
	SACAJAWEA JUNIOR HIGH SCHOOL		235	Y	
	TAMMANY ALTER LEARNING CENTER				
	WEBSTER ELEMENTARY SCHOOL	60		Y	
	WHITMAN ELEMENTARY SCHOOL	60		Y	
LIBERTY CHARTER LEA	LIBERTY CHARTER SCHOOL				
MACKAY JOINT DISTRICT	MACKAY ELEMENTARY SCHOOL				called
	MACKAY JR-SR HIGH SCHOOL		165	Y	
MADISON DISTRICT	ADAMS ELEMENTARY SCHOOL	30		N	
	BURTON ELEMENTARY SCHOOL	40		N	
	HIBBARD ELEMENTARY SCHOOL	40		N	
	KENNEDY ELEMENTARY SCHOOL	40		N	
	LINCOLN ELEMENTARY SCHOOL	30		N	
	MADISON ACADEMY				
	MADISON JUNIOR HIGH SCHOOL		300	Y	1 trimester btwn 7-9th
	MADISON MIDDLE SCHOOL		200	Y	5th 2 trim, 6th-4wks for the whole
	SOUTH FORK ELEMENTARY	40		N	
MARSH VALLEY JOINT DISTRICT	DOWNEY ELEMENTARY SCHOOL	90		Y	
	INKOM ELEMENTARY SCHOOL	90		Y	
	LAVA ELEMENTARY SCHOOL	60		Y	
	MARSH VALLEY MIDDLE SCHOOL		110	Y	
	MOUNTAIN VIEW ELEMENTARY SCH	81		Y	-3,60, 4-6,90
MARSING JOINT DISTRICT	MARSING ELEMENTARY SCHOOL			Y	
	MARSING MIDDLE SCHOOL		236	Y	
MC CALL-DONNELLY DISTRICT	BARBARA MORGAN ELEMENTARY SCHOOL	90		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?
	DONNELLY ELEMENTARY	90		Y
	PAYETTE LAKES MIDDLE SCHOOL		135	Y
	VALLEY CO JUVENILE DETENTION			
MEADOWS VALLEY DISTRICT	MEADOWS VALLEY SCHOOL			Y
MELBA JOINT DISTRICT	MELBA ELEMENTARY SCHOOL	70		Y
MERIDIAN JOINT DISTRICT	ADA PROF-TECH CENTER			
	CECIL D ANDRUS ELEMENTARY	60		Y K-in Meridian schools get 30 min/
	CENTRAL ACADEMY (ALT)			
	CHAPARRAL ELEMENTARY	60		Y
	CHIEF JOSEPH ELEMENTARY SCHOOL	60		Y
	CHRISTINE DONNELL SCH OF ARTS	60		Y
	CROSSROADS MIDDLE SCHOOL	60		Y
	DESERT SAGE ELEMENTARY SCHOOL	60		Y
	DISCOVERY ELEMENTARY SCHOOL	60		Y
	EAGLE ACADEMY			
	Eagle Elementary School of the Arts	60		Y
	EAGLE HILLS ELEMENTARY SCHOOL	60		Y
	EAGLE MIDDLE SCHOOL		112	Y 225 total for 2 wks
	FRONTIER ELEMENTARY SCHOOL	60		Y
	Galileo Math and Science Magnet School	60		Y
	Gateway Language & Culture	60		Y
	HERITAGE MIDDLE SCHOOL		112	Y 225 total for 2 wks
	HUNTER ELEMENTARY SCHOOL	60		Y
	JOPLIN ELEMENTARY SCHOOL	60		Y
	LAKE HAZEL ELEMENTARY SCHOOL	60		Y
	LAKE HAZEL MIDDLE SCHOOL		112	Y 225 total for 2 wks
	LEWIS and CLARK MIDDLE SCHOOL		112	Y 225 total for 2 wks
	LINDER ELEMENTARY SCHOOL	60		Y
	LOWELL SCOTT MIDDLE SCHOOL		112	Y 225 total for 2 wks
	MARY MC PHERSON ELEMENTARY	60		Y
	MERIDIAN ACADEMY			
	MERIDIAN ELEMENTARY SCHOOL	60		Y
	MERIDIAN MIDDLE SCHOOL		112	Y 225 total for 2 wks
	North Star Charter School			
	PARAMOUNT ELEMENTARY	60		Y
	PATHWAYS MIDDLE SCHOOL		112	Y 225 total for 2 wks

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	PEPPER RIDGE ELEMENTARY	60		Y	
	PEREGRINE ELEMENTARY SCHOOL	60		Y	
	PIONEER ELEMENTARY SCHOOL	60		Y	
	PONDEROSA ELEMENTARY SCHOOL	60		Y	
	PROSPECT ELEMENTARY SCHOOL	60		Y	
	RIVER VALLEY ELEMENTARY SCHOOL	60		Y	
	SAWTOOTH MIDDLE SCHOOL		112	Y	225 total for 2 wks
	SEVEN OAKS ELEMENTARY	60		Y	
	SIENNA ELEMENTARY	60		Y	
	SILVER SAGE ELEMENTARY SCHOOL	60		Y	
	SPALDING ELEMENTARY SCHOOL	60		Y	
	STAR ELEMENTARY SCHOOL	60		Y	
	Summerwind School of Math and Science	60		Y	
	USTICK ELEMENTARY SCHOOL	60		Y	
MERIDIAN MEDICAL ARTS CHARTER	MERIDIAN MEDICAL ARTS CHARTER				
MIDDLETON DISTRICT	MIDDLETON HEIGHTS ELEMENTARY	60		Y	
	MIDDLETON MIDDLE SCHOOL		250	Y	
	MIDDLETON MILL CREEK ELEMENTAR	30		Y	
	MIDDLETON TRANSITION SCHOOL				Atlas School
	PURPLE SAGE ELEMENTARY	50		Y	
MIDVALE DISTRICT	MIDVALE ALTERNATIVE SCHOOL				
	MIDVALE SCHOOL	100	215	Y,Y	
MINIDOKA COUNTY JOINT DISTRICT	ACEQUIA ELEMENTARY SCHOOL	75		N	
	EAST MINICO MIDDLE SCHOOL		350	Y	
	HEYBURN ELEMENTARY SCHOOL	75		N	
	MINI-CASSIA JUVENILE DET CTR				
	MT HARRISON JR/SR HIGH SCHOOL		350	Y	
	PAUL ELEMENTARY SCHOOL	75		N	
	RUPERT ELEMENTARY SCHOOL	75		N	
	WEST MINICO MIDDLE SCHOOL		350	Y	
Monticello Montessori School	Monticello Montessori School				
Monticello Montessori School	Monticello Montessori School				
MOSCOW CHARTER SCHOOL	MOSCOW CHARTER SCHOOL				
MOSCOW DISTRICT	A.B. MC DONALD ELEMENTARY SCH	50		Y	
	J. RUSSELL ELEMENTARY SCHOOL	50		Y	
	LENA WHITMORE ELEMENTARY SCH	50		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	Moscow Middle School		224	Y	
	WEST PARK ELEMENTARY SCHOOL	50		Y	
MOUNTAIN HOME DISTRICT	EAST ELEMENTARY SCHOOL	60		Y	
	HACKER MIDDLE SCHOOL	75		Y	
	MOUNTAIN HOME JUNIOR HIGH SCH		200	Y	
	MTN HOME AFB PRIMARY SCHOOL	60		Y	
	NORTH ELEMENTARY SCHOOL	60		Y	
	PINE ELEM-JR HIGH SCHOOL				8 students
	WEST ELEMENTARY SCHOOL	75		Y	
MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY ELEMENTARY	175		Y	
	CLEARWATER VALLEY JR-SR		275	Y	
	ELK CITY PUBLIC SCHOOL	50		Y	
	GRANGEVILLE ELEM-JR HIGH SCH	175	275	Y	
MULLAN DISTRICT	JOHN MULLAN ELEMENTARY SCHOOL	90		Y	
	MULLAN JR-SR HIGH SCHOOL		120	Y	
MURTAUGH JOINT DISTRICT	MURTAUGH ELEMENTARY SCHOOL	90		Y	
	MURTAUGH MIDDLE SCHOOL		250	Y	
NAMPA SCHOOL DISTRICT	ALPHA I ALTERNATIVE SCHOOL				
	CENTENNIAL ELEMENTARY SCHOOL	60		Y	
	CENTRAL ELEMENTARY	60		Y	
	EAST VALLEY MIDDLE SCHOOL		275	Y	no PE 6th, 7th & 8th 1 sem.
	ENDEAVOR ELEMENTARY SCHOOL	60		Y	
	GATEWAYS ALTERNATIVE				
	GREENHURST ELEMENTARY SCHOOL	60		Y	
	IDAHO CENTER OF ADV TECHNOLOGY				
	IOWA ELEMENTARY	60		Y	
	LAKE RIDGE ELEMENTARY	60		Y	
	LONE STAR MIDDLE SCHOOL		250	Y	7th & 8th 1 sem, 6th 1 qtr unless t
	NEW HORIZONS MAGNET SCHOOL	60		Y	
	OWYHEE ELEMENTARY SCHOOL	60		Y	
	PARK RIDGE ELEMENTARY	60		Y	
	PARKVIEW EARLY CHILDHOOD CENTR				
	REAGAN ELEMENTARY SCHOOL	45		Y	
	ROOSEVELT ELEMENTARY SCHOOL	60		Y	
	SHERMAN ELEMENTARY	60		Y	
	SNAKE RIVER ELEMENTARY	60		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	SOUTH MIDDLE SCHOOL		250	Y	7th & 8th 1 sem, 6th 1 qtr unless t
	SUNNY RIDGE ELEMENTARY SCHOOL	60		Y	
	WEST MIDDLE SCHOOL		250	Y	7th & 8th 1 sem, 6th 1 qtr unless t
	WILLOW CREEK ELEMENTARY	60		Y	
NEW PLYMOUTH DISTRICT	NEW PLYMOUTH ELEMENTARY	60		N	
	NEW PLYMOUTH MIDDLE SCHOOL		250	Y	6th 1qtr, 7th 1 sem, 8th all yr
NEZPERCE JOINT DISTRICT	NEZPERCE SCHOOL		250		
NORTH GEM DISTRICT	NORTH GEM ELEM/JR HIGH	104	340	Y	
North Idaho STEM Charter	North Idaho STEM Charter Academy				
NORTH STAR PUBLIC CHARTER SCHO	NORTH STAR PUBLIC CHARTER SCHO				
NORTH VALLEY ACADEMY	NORTH VALLEY ACADEMY				
NOTUS DISTRICT	NOTUS ELEMENTARY SCHOOL	60		Y	
	NOTUS JR-SR HIGH SCHOOL		216	Y	
ONEIDA COUNTY DISTRICT	MALAD ELEMENTARY SCHOOL	45		N	
	MALAD MIDDLE SCHOOL		200	Y	
	STONE ELEMENTARY SCHOOL				
OROFINO JOINT DISTRICT	CAVENDISH-TEAKEAN ELEM SCHOOL				
	OROFINO JUNIOR HIGH				
	OROFINO ELEMENTARY SCHOOL	200		Y	6th 267 min
	PECK ELEMENTARY SCHOOL				
	TIMBERLINE ELEMENTARY				
Palouse Prairie School	Palouse Prairie School				
PARMA DISTRICT	MAXINE JOHNSON ELEMENTARY	90		Y	
	PARMA MIDDLE SCHOOL		205	Y	
PAYETTE JOINT DISTRICT	MC CAIN MIDDLE SCHOOL	47		Y	
	PAYETTE PRIMARY SCHOOL				
	WESTSIDE ELEMENTARY SCHOOL				
Payette River Technical Academy	Payette River Technical Academy				
PLEASANT VALLEY ELEM DIST	PLEASANT VALLEY ELEM-JR HIGH				7students
PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE ELEMENTARY SCHOOL	100		Y	
	LAKESIDE MIDDLE SCHOOL		300	Y	
POCATELLO COMMUNITY CHARTER	POCATELLO COMMUNITY CHARTER				
POCATELLO DISTRICT	Kinport Academy				
	CHUBBUCK ELEMENTARY SCHOOL	40		Y	
	CLAUDE A WILCOX ELEM SCHOOL	40		Y	
	EDAHOW ELEMENTARY SCHOOL	40		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	FRANKLIN MIDDLE SCHOOL		255	Y	
	GATE CITY ELEMENTARY SCHOOL	40		Y	
	GATEWAY PROF-TECH SCHOOL				
	GREENACRES ELEMENTARY SCHOOL	40		Y	
	HAWTHORNE MIDDLE SCHOOL		255	Y	
	INDIAN HILLS ELEMENTARY SCHOOL	40			
	IRVING MIDDLE SCHOOL		255	Y	
	ISU EARLY LEARNING CLASS				
	JEFFERSON ELEMENTARY SCHOOL	40		Y	
	LEWIS and CLARK ELEMENTARY SCH	40		Y	
	LINCOLN PRESCHOOL CENTER				
	POCATELLO JUVENILE DETENTION				
	POCATELLO MONTESSORI				
	RULON M ELLIS ELEM SCHOOL	40		Y	
	SYRINGA ELEMENTARY SCHOOL	40		Y	
	TENDOY ELEMENTARY SCHOOL	40		Y	
	TYHEE ELEMENTARY SCHOOL	40		Y	
	WASHINGTON ELEMENTARY SCHOOL	40		Y	
POST FALLS DISTRICT	FREDERICK POST KINDER CENTER				
called	MULLAN TRAIL ELEMENTARY SCHOOL	30			
	NEW VISION ALTERNATIVE				
	PONDEROSA ELEMENTARY SCHOOL	30			
	POST FALLS MIDDLE SCHOOL		270		
	PRAIRIE VIEW ELEMENTARY	30			
	RIVER CITY MIDDLE SCHOOL		270		
	RIVERBEND PROF-TECH ACADEMY				
	SELTICE ELEMENTARY SCHOOL	30		Y	
	WEST RIDGE ELEMENTARY	30			
POTLATCH DISTRICT	POTLATCH ELEMENTARY SCHOOL	122			
	POTLATCH JR-SR HIGH SCHOOL		200	Y	
PRAIRIE ELEMENTARY DISTRICT	PRAIRIE ELEM-JR HIGH SCHOOL				13 students
PRESTON JOINT DISTRICT	OAKWOOD ELEMENTARY SCHOOL	180		N	3-5th
	PIONEER ELEMENTARY SCHOOL	30		N	K-2
	PRESTON JR HIGH SCHOOL		260	Y	
RICHFIELD DISTRICT	RICHFIELD SCHOOL	60	300	Y, Y	
RIRIE JOINT DISTRICT	RIRIE ELEMENTARY	130		Y	

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District Name	School Name	Min/week	JH Min/Wk	Cert?	
	RIRIE MIDDLE SCHOOL	130		Y	
ROCKLAND DISTRICT	ROCKLAND PUBLIC SCHOOL	60	180	Y	
Rolling Hills Charter LEA	ROLLING HILLS PUBLIC CHARTER				
Sage Charter School	Sage Charter School				
SALMON DISTRICT	SALMON ALTERNATIVE SCHOOL				
	SALMON JUVENILE DETENTION CTR				
	SALMON MIDDLE SCHOOL		240	Y	
	SALMON PIONEER PRIMARY SCHOOL	90		N	
SALMON RIVER SCHOOL DISTRICT	RIGGINS ELEMENTARY SCHOOL	90		Y	
	SALMON RIVER JR-SR HIGH SCHOOL		232	Y	
SCHOOL FOR DEAF AND BLIND	SCHOOL FOR THE DEAF AND BLIND				
SHELLEY JOINT DISTRICT	DONALD J HOBBS MIDDLE SCHOOL		176	Y	
	HAZEL STUART ELEMENTARY SCHOOL	30		Y	
	SUNRISE ELEMENTARY SCHOOL	33		Y	
SHOSHONE JOINT DISTRICT	SHOSHONE ELEMENTARY SCHOOL	33		Y	
	SHOSHONE MIDDLE SCHOOL		187	Y	
SNAKE RIVER DISTRICT	MORELAND ELEMENTARY SCHOOL	60		N	
	RIVERSIDE ELEMENTARY SCHOOL	60		N	
	ROCKFORD ELEMENTARY SCHOOL	60		N	
	SNAKE RIVER JR HIGH SCHOOL				
	SNAKE RIVER MIDDLE SCHOOL	40		N	6th 160/1qtr
SODA SPRINGS JOINT DISTRICT	HOWARD E THIRKILL PRIMARY SCH	40		N	
	TIGERT MIDDLE SCHOOL		250	Y	
SOUTH LEMHI DISTRICT	LEADORE SCHOOL	150	232	Y	
	TENDOY ELEMENTARY SCHOOL	150		Y	
ST MARIES JOINT DISTRICT	HEYBURN ELEMENTARY SCHOOL	30		Y	
	ST MARIES COMMUNITY ED (ALT)				
	ST MARIES MIDDLE SCHOOL		122	Y	
	Upriver School	50		N	
SUGAR-SALEM JOINT DISTRICT	CENTRAL ELEMENTARY SCHOOL	60		Y	
	KERSHAW INTERMEDIATE SCHOOL	100		Y	
	SUGAR-SALEM JUNIOR HIGH SCHOOL		328	Y	
	SWAN VALLEY MIDDLE SCHOOL		120	Y	
SWAN VALLEY ELEMENTARY DIST	SWAN VALLEY ELEMENTARY SCHOOL	56		Y	
TAYLORS CROSSING CHARTER SCHOO	TAYLORS CROSSING CHARTER SCHOO				
TETON COUNTY DISTRICT	BASIN JR/SR HIGH SCHOOL (ALT)				

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District Name	School Name	Min/week	JH Min/Wk	Cert?
	DRIGGS ELEMENTARY SCHOOL			
	TETON EDUCATION CENTER			
	TETON MIDDLE SCHOOL			
	TETONIA ELEMENTARY SCHOOL			
	VICTOR ELEMENTARY SCHOOL			
THE ACADEMY (ARC)	THE ACADEMY (ARC)			
THE VILLAGE CHARTER SCHOOL District	THE VILLAGE CHARTER SCHOOL			
THOMAS JEFFERSON CHARTER	THOMAS JEFFERSON CHARTER			
THREE CREEK JT ELEM DISTRICT	THREE CREEK ELEM-JR HI SCHOOL			
TROY SCHOOL DISTRICT	TROY ELEMENTARY SCHOOL	75		Y 5th 120 min
	TROY JR-SR HIGH SCHOOL		245	Y 6th 200
TWIN FALLS DISTRICT	BICKEL ELEMENTARY SCHOOL	50		Y
	HARRISON ELEMENTARY SCHOOL	45		Y
	I B PERRINE ELEMENTARY SCHOOL	50		Y
	LINCOLN ELEMENTARY SCHOOL			
	MAGIC VALLEY COOP SVC AGENCY			
	MORNINGSIDE ELEMENTARY SCHOOL	50		Y
	OREGON TRAIL ELEMENTARY SCHOOL	50		Y
	ROBERT STUART JR HIGH SCHOOL		240	Y
	SAWTOOTH ELEMENTARY SCHOOL	50		Y
	SNAKE RIVER JUVENILE DETENTION			
	TWIN FALLS BRIDGE ACADEMY			
	VERA C O'LEARY JR HIGH SCHOOL		250	Y
UPPER CARMEN PUBLIC CHARTER	UPPER CARMEN PUBLIC CHARTER			
VALLEY DISTRICT	VALLEY SCHOOL	75	210	Y
VALLIVUE SCHOOL DISTRICT	BIRCH ELEMENTARY SCHOOL	45		Y
	CENTRAL CANYON ELEMENTARY SCH	45		Y
	DESERT SPRINGS ELEMENTARY	45		Y
	EAST CANYON ELEMENTARY SCHOOL	45		Y
	LAKEVUE ELEMENTARY	45		Y
	Sage Valley Middle School		275	Y
	VALLIVUE ACADEMY			
	VALLIVUE MIDDLE SCHOOL		275	Y
	WEST CANYON ELEMENTARY SCHOOL	45		Y
VICTORY CHARTER SCHOOL	VICTORY CHARTER SCHOOL			
VISION CHARTER SCHOOL	VISION CHARTER SCHOOL			

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WALLACE DISTRICT	SILVER HILLS ELEMENTARY SCHOOL	60		Y	
	WALLACE JR/SR HIGH SCHOOL		240	Y	
WEISER DISTRICT	NORTHWEST CHILDREN'S HOME				
	PARK INTERMEDIATE SCHOOL	60		N	
	PIONEER PRIMARY SCHOOL	30		Y	
	WEISER MIDDLE SCHOOL		235	Y	7th 1 sem, 8th elective for yr
	WENDELL ELEMENTARY SCHOOL				
WENDELL DISTRICT	WENDELL MIDDLE SCHOOL		265	Y	
WEST BONNER COUNTY DISTRICT	IDAHO HILL ELEMENTARY SCHOOL	75		Y	
	PRIEST LAKE ELEMENTARY SCHOOL	75		Y	
	PRIEST RIVER ELEMENTARY SCHOOL	75		Y	
	PRIEST RIVER JR HIGH SCHOOL		300	Y	
WEST JEFFERSON DISTRICT	HAMER ELEMENTARY SCHOOL	75		Y	
	TERRETON ELEM-JR HIGH SCHOOL	75	72	Y	
WEST SIDE JOINT DISTRICT	HAROLD B LEE ELEMENTARY SCH	60		N	
	HAROLD B LEE MIDDLE SCHOOL		250	Y	
WHITE PINE CHARTER SCHOOL	WHITE PINE CHARTER SCHOOL				
WHITEPINE JT SCHOOL DISTRICT	BOVILL ELEMENTARY SCHOOL				
	DEARY SCHOOL				
WILDER DISTRICT	Wilder Elementary School	225		Y	
	WILDER MIDDLE/HIGH SCHOOL	260		Y	
Wings Charter Middle School	Wings Charter Middle School				
Wings Charter School	Wings Charter School				
XAVIER CHARTER	XAVIER CHARTER SCHOOL				
		61.31014493	222.2826087		

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Name	Required?	Credit District	# of school
Boundary County District #101	Yes	2	1
Coeur d'Alene District #271	Yes	1	1
Kellogg Joint District #391	Yes	2	1
Kootenai District #274	Yes	4	1
Lake Pend Oreille District #84	Yes	2	1
Lakeland District #272	Yes	1	1
Plummer/Worley Joint District #44	Yes	1	1
Post Falls District #273	Yes	2	1
St. Maries Joint District #41	Yes	4	1
Wallace District #393	Yes	2	1
West Bonner County District #83	Yes	2	1
Cottonwood Joint District #242	No		2
Genesee District #282	Yes	2	2
Highland School District #305	Yes	2	2
Kamiah Joint District #304	Yes	2	2
Kendrick District #283	Yes	1	2
Lapwai District #341	No		2
Lewiston District #340	Yes	2	2
Moscow District #281	Yes	2	2
Mountain View District #244	Yes	2	2
Nezperce District #302	Yes	2	2
Orofino Joint District #171	Yes	1	2
Potlatch District #285	Yes	2	2
Troy District #287	Yes	2	2
Whitepine Joint District #288	Yes	2	2
Basin District #72	Yes	2	3
Boise District #1	Yes	2	3
Bruneau-Grand View Joint District #365	Yes	2	3
Caldwell District #132	No		3
Cambridge #432	Yes	2	3
Cascade District #422	Yes	2	3
Council District #13	Yes	2	3
Emmett District #221	Yes	2	3
Fruitland District #373	Yes	1	3
Garden Valley School District #71	Yes	2	3
Heritage Community Charter School District #481	No		3
Homedale Joint District #370	No		3
Horseshoe Bend School District #73	No		3
Independent LEA #451 (Victory Charter School)	No		3
Independent LEA #458 (Liberty Charter School)	No		3

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Independent LEA #463 (Vision Charter School)	Yes	1	3	1
Kuna Joint District #3	Yes	2	3	1
Marsing District #363	Yes	2	3	1
McCall-Donnelly District #421	Yes	2	3	1
Meadows Valley District #11	Yes	2	3	1
Melba Joint District #136	Yes	2	3	1
Meridian Joint District #2	Yes	2	3	6
Middleton District #134	Yes	2	3	1
Midvale District #433	No		3	1
Mountain Home District #193	Yes	2	3	1
Nampa District #131	Yes	1	3	3
New Plymouth School District #372	Yes	2	3	1
Notus District #135	No		3	1
Parma District #137	Yes	2	3	1
Payette Joint District #371	No		3	1
Salmon River Joint District #243	Yes	2	3	1
Vallivue District #139	Yes	2	3	1
Weiser District #431	Yes	2	3	1
Wilder District #133	Yes	2	3	1
Blaine County District #61	Yes	2	4	1
Bliss District #234	No		4	1
Buhl Joint District #412	Yes	2	4	1
Camas County District #121	No		4	1
Cassia District #151	Yes	1	4	4
Castleford District #417	Yes	2	4	1
Dietrich District #314	Yes	2	4	1
Filer District #413	No		4	1
Glenns Ferry District #192	Yes	2	4	1
Gooding Joint District #231	Yes	2	4	1
Hagerman School District #233	Yes	2	4	1
Independent LEA #462 (Xavier Charter School)	Yes	2	4	1
Jerome Joint District #261	Yes	2	4	1
Kimberly District #414	Yes	2	4	1
Minidoka County Joint District #331	No		4	1
Murtaugh District #418	Yes	2	4	1
Richfield District #316	Yes	2	4	1
Shoshone Joint District #312	Yes	2	4	1
Twin Falls District #411	Yes	2	4	2
Valley District #262	Yes	2	4	1
Wendell District #232	Yes	2	4	1
Aberdeen District #58	No		5	1
American Falls Joint District #381	Yes	2	5	1

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Bear Lake County District #33	Yes	2	5	1
Grace Joint District #148	No		5	1
Marsh Valley District #21	Yes	2	5	1
North Gem District #149	Yes	2	5	1
Oneida County District #351	Yes	2	5	1
Pocatello/Chubbuck District #25	No		5	3
Preston Joint District #201	Yes	1	5	1
Rockland District #382	No		5	1
Shoshone-Bannock Joint District #537	Yes	2	5	1
Snake River District #52	Yes	1	5	1
Soda Springs Joint District #150	Yes	2	5	1
West Side District #202	Yes	2	5	1
Blackfoot District #55	Yes	2	6	1
Bonneville Joint District #93	Yes	2	6	2
Butte County District #111	Yes	2	6	1
Challis District #181	Yes	1	6	1
Firth District #59	No		6	1
Fremont County Joint District #215	No		6	1
Idaho Falls District #91	No		6	2
Independent LEA #461 (Taylor's Crossing Public Charter School)	No		6	1
Jefferson County Joint District #251	Yes	2	6	1
Mackay District #182	Yes	2	6	1
Madison District #321	No		6	1
Ririe Joint District #252	No		6	1
Salmon District #291	Yes	2	6	1
Shelley Joint District #60	Yes	2	6	1
South Lemhi School District #292	Yes	2	6	1
Sugar-Salem School District #322	Yes	2	6	1
Teton County District #401	Yes	3	6	1
West Jefferson District #253	Yes	2	6	1
				134

Percentage of school districts that require PE: 77% 134

Of those who require, credit requirement:

1 credit:	14%
2 credits:	83%
3 credits:	1%
4 credits:	2%

School districts that do not currently require PE for High School Graduation:

Aberdeen District #58, Bliss District #234, Caldwell District #132, Camas County District #121, Cottonwood Joint District #242, Filer District #413, Firth District #59, Fremont County Joint District #2, Grace Joint District #148, Heritage Community Charter School District #481, Homedale Joint District #, Horseshoe Bend School District #73, Idaho Falls District #91, Independent LEA #461

**STATE DEPARTMENT OF EDUCATION
AUGUST 15, 2013**

(Taylor's Crossing Public Charter School), Lapwai District #341, Madison District #321, Midvale District
Minidoka County Joint District #331, Independent LEA #451 (Victory Charter School),
Independent LEA #458 (Liberty Charter School), Notus District #135, Payette Joint District #371,
Pocatello/Chubbuck District #25, Ririe Joint District #252, Rockland District #382

29 schools out of 134 do not have PE